2026

SPRUCE CREEK HIGH SCHOOL

PROGRAM OF STUDIES

2026 - 2027

SPRUCE CREEK HIGH SCHOOL

801 Taylor Road
Port Orange, Florida 32127
(386) 322-6272
www.sprucecreekhigh.com
Todd J. Sparger, Ed.D., Principal

Spruce Creek High School offers a diverse and comprehensive academic program designed to meet the needs of all students. In addition to a wide range of on-campus courses, we provide opportunities for online learning, dual enrollment with Daytona State College, the University of Florida, and other accredited institutions, as well as work-study programs that allow qualified students to balance time between school and approved workplaces.

Our campus includes two main buildings, portable classrooms, extensive athletic facilities, and an environmental park. Serving approximately 2,600 students, nearly 25% of our student body attends through an out-of-zone variance to participate in specialized programs not offered at other local high schools.

Consistently recognized as one of the top high schools in the nation by *Newsweek* and *The Washington Post*, Spruce Creek High School has earned an "A" or "B" rating from the State of Florida for the past sixteen years. Our ACT and SAT scores exceed both state and national averages, and our FSA/EOC scores are the highest in the district. The school also offers more than 50 student clubs and organizations that reflect our diverse community. In athletics, we rank consistently among the top high schools in Florida, and our senior class annually earns millions of dollars in academic scholarships while contributing more than 40,000 hours of community service.

Spruce Creek is renowned for its extensive, high-quality academic and career programs. Our performing and fine arts programs have earned recognition by the State of Florida as a School of Performing Arts. The International Baccalaureate (IB) Program ranks among the top five in the world based on the number of exams administered and diplomas awarded. The school also offers a robust Advanced Placement (AP) program, administering more than 1,500 exams each year.

Our Finance Academy and Army JROTC programs continue to grow in popularity, and the Academy of Information Technology & Robotics is recognized as a Ford STEM Academy. Two academies added to our Career and Technical Education (CTE) offerings in 2025 — the Academy of Design and Management and the Academy of Videography — launched successfully and continue to expand. Through these innovative programs, students have opportunities to earn industry certifications in promotional design and digital video production.

This year, we are excited to introduce the Medical Academy, which will provide hands-on experience and the opportunity to earn the Certified Patient Care Technician (CPCT) certification.

Spruce Creek High School is dedicated to meeting the needs of every student. Our goals align with the mission of Volusia County Schools: "Volusia County Schools will ignite a passion for learning by providing a challenging, creative curriculum in a safe, supportive environment where students reach their highest potential."

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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.

SPRUCE CREEK HIGH SCHOOL

It's a Great Day to Be A Hawk

ADMINISTRATIVE STAFF

Todd J. Sparger, Ed.D.
Principal

Mr. Alan Canetti, Assistant Principal
Dr. Jana Hammond, Assistant Principal
Mr. Gregory Iorio, Assistant Principal
Ms. Latonya Mitchell, Assistant Principal
Dr. Wesley Porter, Assistant Principal
Dr. Vonda Morris, Administrative Dean

GUIDANCE DEPARTMENT

(386) 322-6272 ext. 38097

Mrs. Karie Cappiello
Guidance Director and IB Coordinator

Guidance Counselors

Mr. Jake Chiofalo
Mrs. Angie Cox
Mrs. Kelly Delameter
Mrs. Jinny Perna
Mrs. Sarah Scaglia
Mr. Nicholas Schafer
Mrs. Danielle Thompson

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.

The School Board of Volusia County Schools

Mr. Ruben Colon, Chair

Ms. Krista Goodrich, Vice-Chair

Mrs. Jamie Haynes

Ms. Donna Brosemer

Ms. Jessie Thompson

Superintendent of Schools

Dr. Carmen Balgobin

Chief Academic Officer

Dr. Julio Nazario-Valle

Executive Director – Secondary Schools

Dr. Tamara Baker-Drayton

Directors of Secondary Schools

Dr. Joseph Castelli

Mr. William Ryser

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

ACADEMIC COURSE OFFERINGS

CORE CURRICULUM REQUIRED COURSES

Listings by Department with Electives, Prerequisites, and Grade Levels

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

EL - Denotes elective course in core area.

LANGUAGE ARTS

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

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1001310	English 1		1	9
1001320H	*English Honors 1	Teacher Recommendation	1	9
1001340	English 2	English 1	1	10
1001350H	*English Honors 2	English Honors 1 or Teacher Recommendation	1	10
1001370	English 3	English 2	1	11
1001380H	*English Honors 3	English Honors 2 or Teacher Recommendation	1	11
1001420	**AP Language and Composition	English Honors 2/3 or Teacher Recommendation	1	11-12
1001400	English 4	English 3	1	12
1001410H	*English Honors 4	English Honors 3 or Teacher Recommendation	1	12
1001430	**AP English Literature & Composition	English Honors 3 or Teacher Recommendation	1	11-12
1000412	Intensive Reading 1 (Tier 3)	Level 1/ELA Score	1	9
1000412A	Intensive Reading 1 (Tier 2)	Level 2/ELA Score	1	9
1000414	Intensive Reading 2 (Tier 3)	Level 1/ELA Score	1	10
1000414A	Intensive Reading 2 (Tier 2)	Level 2/ELA Score	1	10
1000416	Intensive Reading 3 (Tier 3)	Level 1/ELA Score	1	11
1000416A	Intensive Reading 3 (Tier 2)	Level 2/ELA Score	1	11
1000418	Intensive Reading 4 (Tier 3)	Level 1/ELA Score	1	12
1000418A	Intensive Reading 4 (Tier 2)	Level 2/ELA Score	1	12
1002381	ESOL Developmental LA	Limited English	1	9-12

MATHEMATICS - All Math classes require Teacher Recommendation

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

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1200370	Algebra 1-A		1	9-11
1200310	Algebra 1		1	9-11
1206310	Geometry	Algebra 1 Equivalent	1	9-12
1206320H	*Geometry Honors	Algebra 1	1	9-10
1207350	Math for College Liberal Arts (MCLA)	Algebra 1	1	10-11
1200330	Algebra 2	Algebra 1 Equivalent	1	10-12
1200340H	*Algebra 2 Honors	Algebra 1 Equivalent	1	9-11
1200700	Math for College Algebra (MCA)	Algebra 2 Honors and Geometry	1	10-12
1210300	*Probability & Statistics w/Applications Honors	Algebra 2 Honors & Geometry Honors	1	11-12
1202340	*Pre-Calculus Honors	Algebra 2 Honors & Geometry Honors	1	10-12
1202305	**AP Pre-Calculus	Algebra 2 & Teacher Recommendation	1	10-12
1202310	**AP Calculus AB	Pre-Calculus & Teacher Recommendation	1	11-12
1210320	**AP Statistics	Algebra 2	1	11-12

CORE CURRICULUM REQUIRED COURSES

Listings by Department with Electives, Prerequisites, and Grade Levels

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

SCIENCE

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

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
2000310	Biology 1	Environmental Science	1	10
2000320H	*Biology 1 Honors	Teacher Input	1	9
2000340	**AP Biology	Biology 1 Honors & Chemistry 1 Honors	1	10-12
2001340	Environmental Science		1	9
2001380	**AP Environmental Science	Biology 1 Honors & Teacher Input	1	10-12
2002500	Marine Science	Biology 1 or Honors & Teacher Input.	1	11-12
2002510H	*Marine Science 1 Honors	Biology 1 or Honors & Teacher Input.	1	11-12
2003340	Chemistry 1	Algebra 1	1	10-12
2003350H	*Chemistry 1 Honors	Algebra 1 & Teacher Input	1	10
2003370	**AP Chemistry	Chemistry 1 Honors & Algebra 2 Honors	1	11-12
2003390H	*Physics 1 Honors	Algebra 2 & Teacher Input	1	10-12
2001310	Earth Space Science	Biology 1	1	11
2003421	**AP Physics 1/Physics 2	Geometry Honors	1	10-12
2000360H	*Anatomy & Physiology Honors	Biology 1 or Biology 1 Honors	1	11-12
2003310	Physical Science		1	9-12

SOCIAL STUDIES

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

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
2109310	World History		1	10	
2109320H	*World History Honors	Teacher Recommendation	1	9-10	
2100310	United States History		1	10-12	
2100320H	*United States History Honors	Teacher Recommendation	1	10-12	
2100330	**AP United States History	Teacher Recommendation	1	11-12	
2102310	Economics		0.5	12	
2106310B	United States Government		0.5	12	
2102320	*Economics Honors	Teacher Recommendation	0.5	12	
2106320B	*United States Govt. Honors	Teacher Recommendation	0.5	12	
2102360	** AP Microeconomics	Honors Soc. Studies and Teacher Recommendation.	0.5	11-12	
2102370	** AP Macro Economics	Honors Soc. Studies/Teacher Recommendation	0.5	11-12	
2106420	**AP U.S. Govt. & Politics	Honors Soc. Studies/Teacher Recommendation	0.5	11-12	
2106430	**AP Comparative Government. & Politics	Honors Soc. Studies/Teacher Recommendation	0.5	11-12	
2103400	**AP Human Geography	World History Honors/U.S. History Honors/ Teacher Recommendation	1	10-12	EL
2109380	**AP European History	World History Honors/AP U.S. History/ Teacher Recommendation	1	10-12	EL/ WH
2107300	Psychology 1		0.5	9-12	EL
2107310	Psychology 2	Psychology 1	0.5	9-12	EL

ELECTIVE CURRICULUM COURSES
Listings by Department, Prerequisites, and Grade Levels

* - Denotes additional weighting of .5 in GPA PA or PF - Denotes Practical Art or Performing Arts Requirement
** - Denotes additional weighting of 1.0 in GPA

THE ARTS – VISUAL AND PERFORMING ART

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
0102300	Ceramics/Pottery 1		1	9-12	PF
0102310	Ceramics/Pottery 2	Ceramics/Pottery 1	1	10-12	PF
0102320	Ceramics/Pottery 3 Honors	Ceramics/Pottery 2	1	11-12	PF
0108310	Creative Photography 1 (Dark Room)		1	9-12	PF
0108320	Creative Photography 2 (Digital)	Creative Photography 1	1	10-12	PF
0101300	2D Studio Art 1		1	9-12	PF
0101310	2D Studio Art 2	2D Studio Art 1/Teacher Recommendation	1	10-12	PF
0101355	Creating 2D Studio Art		0.5	9-12	
0101365	Creating 3D Art		0.5	9-12	
0109310H	*Portfolio Dev.: Drawing Honors	Teacher Recommendation	1	11-12	PF
0109320H	*Portfolio Dev.: 2D Design Honors	Teacher Recommendation	1	11-12	PF
0108370	Digital Art Imaging 1		1	9-12	PF
0108380	Digital Art Imaging 2	Digital Art Imaging 1/Teacher Recommendation	1	10-12	PF
0109350	**AP 2-D Art and Design	Art Level 2 or 3/Teacher Recommendation	1	11-12	PF
0109360	**AP 3-D Art and Design	Art Level 2 or 3/Teacher Recommendation	1	11-12	PF
0104300	**AP Drawing	Teacher Recommendation	1	11-12	PF

DRAMA

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
0400660	Theatre, Cinema, & Film Production		1	9-12	PF
0400310	Theatre 1		1	9-12	PF
0400320	Theatre 2	Theatre 1/Teacher Recommendation	1	10-12	PF
0400330H	*Theatre 3 Honors	Theatre 2/Teacher Recommendation	1	11-12	PF
0400340H	*Theatre 4 Honors	Teacher Recommendation	1	12	PF
0400510H	*Theatrical Direction/Stage Management 2 Honors	Teacher Recommendation	1	9	PF
0400400H	Acting 4 Honors	Teacher Recommendation	1	10	

DANCE

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
0300310	Dance Techniques 1		1	9-12	PF
0300320	Dance Techniques 2	Dance Tech. 1/Teacher Recommendation	1	9-12	PF
0300330H	*Dance Techniques 3 Honors	Dance Tech. 2/Teacher Recommendation	1	10-12	PF
0300334H	*Dance Techniques 4 Honors	Teacher Recommendation	1	10-12	PF
0300370	Ballet 4 Honors	Teacher Recommendation	1	11-12	PF
0300380	Dance Choreography 1	Dance Techniques 1 or 2 Audition/Teacher Recommendation	1	9-12	PF
0300390H	*Dance Choreography 2 Honors	Dance Choreography 1/Performance 1 Audition /Teacher Recommendation	1	10-12	PF
0300420	Dance Repertory 3 Honors	Audition /Teacher Recommendation	1	10-12	PF
0300430	Dance Repertory 4 Honors	Audition /Teacher Recommendation	1	10-12	PF

AVID

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1700390	AVID 1	Application & Interview	1	9
1700400	AVID 2	Application & Interview	1	10
1700410	AVID 3	Application & Interview	1	11
1700420	AVID 4	Application & Interview	1	12

ELECTIVE CURRICULUM COURSES
Listings by Department, Prerequisites, and Grade Levels

* - Denotes additional weighting of .5 in GPA PA or PF - Denotes Practical Art or Performing Arts Requirement
** - Denotes additional weighting of 1.0 in GPA

MUSIC

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
1303300	Chorus 1		1	9-12	PF
1303310	Chorus 2	Teacher Recommendation	1	9-12	PF
1303320	Chorus 3	Chorus 2/Teacher Recommendation	1	10-12	PF
1303330H	*Chorus 4 Honors	Chorus 3/Teacher Recommendation	1	11-12	PF
1303340H	*Chorus 5 Honors	Teacher Recommendation	1	11-12	PF
1303350H	*Chorus 6 Honors	Teacher Recommendation	1	11-12	PF
1303430	Vocal Techniques 4 Honors	Teacher Recommendation	1	9-12	PF
1303440	Vocal Ensemble 1	Teacher Recommendation	1	9-12	PF
1303450	Vocal Ensemble 2	Teacher Recommendation	1	10-12	PF
1303460	Vocal Ensemble 3	Teacher Recommendation	1	11-12	PF
1303470H	*Vocal Ensemble 4 Honors	Teacher Recommendation	1	11-12	PF
1300310H	*Music Theory 2 Honors	Teacher Recommendation	1	9-12	PF
1300330	**AP Music Theory	Teacher Recommendation	1	9-12	PF
1302500	Jazz Ensemble 1	Teacher Recommendation	1	9-12	PF
1302510	Jazz Ensemble 2	Jazz Ensemble 1/Audition	1	9-12	PF
1302520	Jazz Ensemble 3	Teacher Recommendation/Audition	1	10-12	PF
1302530H	*Jazz Ensemble 4 Honors	Teacher Recommendation/Audition	1	10-12	PF
1302300	Band 1	Teacher Recommendation/Audition	1	9-12	PF
1302310	Band 2	Teacher Recommendation/Audition	1	9-12	PF
1302320	Band 3	Teacher Recommendation/Audition	1	9-12	PF
1302330	Band 4	Teacher Recommendation/Audition	1	9-12	PF
1302340H	*Band 5 Honors	Teacher Recommendation/Audition	1	11-12	PF
1302350H	*Band 6 Honors	Teacher Recommendation/Audition	1	11-12	PF
1302360	Orchestra 1	Teacher Recommendation	1	9-12	PF
1302370	Orchestra 2	Teacher Recommendation	1	9-12	PF
1302380	Orchestra 3	Teacher Recommendation	1	10-12	PF
1302390	Orchestra 4	Teacher Recommendation	1	10-12	PF
1302400H	*Orchestra 5 Honors	Teacher Recommendation	1	11-12	PF
1302410H	*Orchestra 6 Honors	Teacher Recommendation	1	11-12	PF
1302450	Instrumental Technology 4 Honors	Teacher Recommendation	1	11-12	PF
1305300	Eurythmics 1	Teacher Recommendation	1	9-12	PF
1305310	Eurythmics 2	Teacher Recommendation	1	10-12	PF
1305320	Eurythmics 3	Teacher Recommendation	1	10-12	PF
1305330	Eurythmics 4	Teacher Recommendation	1	11-12	PF
1301360	Keyboard 1(Piano)		1	9-12	PF
1301370	Keyboard 2	Teacher Recommendation	1	9-12	PF
1301380	Keyboard 3	Teacher Recommendation	1	10-12	PF
1301390H	*Keyboard 4 Honors	Teacher Recommendation	1	11-12	PF

U.S ARMY JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

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

ELECTIVE CURRICULUM COURSES

Listings by Department, Prerequisites, and Grade Levels

* - Denotes additional weighting of .5 in GPA PA or PF - Denotes Practical Art or Performing Arts Requirement

** - Denotes additional weighting of 1.0 in GPA

WORLD LANGUAGES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
0701320	French 1		1	9-12
0701330	French 2	French 1	1	10-12
0701340	*French 3 Honors	French 2/Teacher Recommendation	1	10-12
0701350	*French 4 Honors	French 3 Honors/Teacher Recommendation	1	11-12
0701380	**AP French	French 3 Honors or 4 Honors Teacher Recommendation	1	11-12
0702320	German 1		1	9-11
0702330	German 2	German 1	1	10-12
0702340	*German 3 Honors	German 2/Teacher Recommendation	1	11-12
0702350	*German 4 Honors	German 3 Honors/Teacher. Recommendation	1	11-12
0708340	Spanish 1			9-12
0708350	Spanish 2	Spanish 1	1	9-12
0708360	*Spanish 3 Honors	Spanish 2/Teacher Recommendation	1	10-12
0708370	*Spanish 4 Honors	Spanish 3 Honors/Teacher Recommendation	1	10-12
0708400	**AP Spanish Language	Spanish 3 Honors or 4 Honors Teacher Recommendation	1	10-12

PHYSICAL EDUCATION

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1501300B	Personal Fitness	Graduation Requirement	0.5	9
1503350	Team Sports 1		0.5	9
1503360	Team Sports 2		0.5	9-12
1501340	Weight Training 1		0.5	10-12
1501350	Weight Training 2	Weight Training 1	0.5	10-12
1501360	Weight Training 3	Weight Training 2	0.5	10-12
1501410	Power Weight Training 1		0.5	10-12
1501310	Fitness Lifestyle Design		0.5	11-12
1501390	Comprehensive Fitness		0.5	11-12
1505500	Volleyball 1		0.5	9-12
1505510	Volleyball 2	Volleyball 1/Teacher Recommendation	0.5	10-12
1505520	Volleyball 3	Volleyball 2/Teacher Recommendation	0.5	10-12
1503310	Basketball		0.5	9-12
1502410	Individual and Dual Sports 1		0.5	9-10
1502420	Individual and Dual Sports 2		0.5	10-12
1502430	Individual and Dual Sports 3		0.5	10-12
1502490	Care & Prevention of Athletic Injuries		0.5	9-12
0800320	First Aid & Safety		0.5	9-12
1503400	Aerobics 1		0.5	9-12
1503410	Aerobics 2	Aerobics 1	0.5	9-12

CAREER AND TECHNICAL EDUCATION
Course Listings by Department, Prerequisites, and Grade Levels

* - Denotes additional weighting of .5 in GPA PA or PF - Denotes Practical Art or Performing Arts Requirement
** - Denotes additional weighting of 1.0 in GPA

ACADEMY OF DESIGN AND MANAGEMENT

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8812110	Principles of Entrepreneurship		1	9-12	PA
8217120	Promotional Design Management	Custom Promotional Layout Design	1	10-12	PA
8217130	Custom Promotional Sales & Distribution Management	Promotional Design Management	1	11-12	PA
8217140	Promotional Business Management & Supervision	Custom Promotional Sales/Dist. Management	1	11-12	PA
8217160	Legal Aspects Promotional Industry Ownership	Teacher Recommendation	1	12	PA

YEARBOOK

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8203000	Foundations of Journalism		1	9-12	PA
8771110	Media Production	Foundations of Journalism	1	10-12	PA
8209510H	*Digital Design 1	Media Production	1	11-12	PA
8203001	Photojournalism	Digital Design 1	1	11-12	PA

ACADEMY OF FINANCE (Academy application required)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8815150G	Business Communication and Technology	Admission to Academy of Finance	1	9	PA
8815110G	*Economics and Financial Services	Business Communication and Technology Teacher Recommendation	1	10	PA
8203310H	*Accounting Applications 1 Honors	Algebra 1	1	9-12	PA
8203320H	*Accounting Applications 2 Honors	Accounting Applications 1	1	10-12	PA
8303330H	*Accounting Applications 3 Honors	Accounting Applications 2	1	11-12	PA
8815130H	*Financial Internship Honors	Member Finance Academy	1 (Summer)	11-12	PA
8815120H	*Personal Finance Honors	Accounting Applications 1 Honors	1	12	PA

ACADEMY OF INFORMATION TECHNOLOGY and ROBOTICS (Academy application required)

PROGRAMMING TRACK

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
9007210U	*Foundations of Programming Honors		1	9-12	PA
9007220U	*Procedural Programming Honors	Foundations of Programming	1	10-12	PA
9007230U	*Object-Oriented Program. Fund. Honors	Procedural Programming	1	10-12	PA
9007240U	*Java Program Essentials Honors	Object-Oriented Prog. Fund.	1	10-12	PA

CAREER AND TECHNICAL EDUCATION

Course Listings by Department, Prerequisites, and Grade Levels

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** - Denotes additional weighting of 1.0 in GPA

ROBOTICS TRACK

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
9410110U	*Foundations of Robotics Honors			9	PA
9410120U	*Robotic Design Essentials Honors	Foundations of Robotics	1	10	PA
9410130U	*Robotic Systems Honors	Robotic Design Essentials	1	11	PA
9410140U	*Robotic Applications Capstone Honors	Robotic Design Essentials	1	12	PA

ACADEMY OF VIDEOGRAPHY

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8201410H	*Digital Video Technology 1 Honors		1	9-12	PA
8201420H	*Digital Video Technology 2 Honors	Digital Video Technology 1 Honors	1	10-12	PA
8201430H	*Digital Video Technology 3 Honors	Digital Video Technology 2 Honors	1	11-12	PA
8201440H	*Digital Video Technology 4 Honors	*Digital Video Technology 3	1	12	PA

MEDICAL ACADEMY

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8400320	Medical Skills & Services		1	9-12	PA
2000360H	*Anatomy & Physiology Honors		1	9-12	EQ
8417110H	*Health Science Foundations Honors	Health Science Anatomy & Physiology	1	10-12	PA
8417131	Allied Health Assisting 3	Health Science Foundations	1	11-12	PA

CAREER AND TECHNICAL EDUCATION

Course Listings by Department, Prerequisites, and Grade Levels

*- Denotes additional weighting of .5 in GPA PA or PF - Denotes Practical Art or Performing Arts Requirement
** - Denotes additional weighting of 1.0 in GPA

ACCOUNTING APPLICATIONS

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8203310H	*Accounting Applications 1 Honors	Algebra 1	1	9-12	PA
8203320H	*Accounting Applications 2 Honors	Accounting Applications 1	1	10-12	PA
8303330H	*Accounting Applications 3 Honors	Accounting Applications 2	1	11-12	PA

COMPUTER AND BUSINESS TECHNOLOGY

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
0200335	**Advanced Placement Computer Science Principles		1	9-12
0200320	**Advanced Placement Computer Science A		1	11-12

CULINARY ARTS

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8500390	Principles of Food Preparation		0.5	9-12	PA
8500355	Nutrition & Wellness		0.5	9-12	PA
8800510	Culinary Arts 1/Prostart		1	9-12	PA
8800520	Culinary Arts 2/Prostart	Culinary Arts 1/Prostart	1	10-12	PA
8800530	*Culinary Arts 3/Prostart	Culinary Arts 2/Prostart	1	11-12	PA
8800540	*Culinary Arts 4/Prostart	Culinary Arts 3/Prostart	1	11-12	PA

DIVERSIFIED CAREER TECHNOLOGY

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
8300410	Diversified Career Technology OJT	Application and Qualified Employment	1 – 4	11-12

ARTIFICIAL INTELLIGENCE AND CYBER SECURITY

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
9401010	Artificial Intelligence in the World		0.5	9-10
9401020	Applications of Artificial Intelligence	Artificial Intelligence in the World	0.5	9-10

EXCEPTIONAL STUDENT EDUCATION
Prerequisites and Grade Levels

VO – Denotes Vocational course.

EXCEPTIONAL STUDENT EDUCATION

SPECIAL DIPLOMA COURSES – VE Varying Exceptionality

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
7963070	Social and Emotional 9-12		1	9-12	
7963140	Self-Determination		1	9-12	
1502470	Recreational Activities		0.5	9-12	

ACCESS COURSES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
7910120	Access English 1		1	9-12	
7910125	Access English 2		1	9-12	
7910130	Access English 3		1	9-12	
7910135	Access English 4		1	9-12	
7920015	Access Biology		1	9-12	
7920020	Access Earth/Space Science		1	9-12	
7921022	Access Economics with Financial Literacy		1	9-12	
7921023	Access Financial Literacy and Money Management		0.5	9-12	
7921015	Access United States Government		1	9-12	
7915015	Access Health Opportunities Through PE (H.O.P.E.)		1	9-12	
7912075	Access Algebra 1		1	9-12	
7912065	Access Geometry		1	9-12	
7921025	Access US History		1	9-12	
7921027	Access World History		1	9-12	
7963160	Unique Skills: Independent Functioning 9-12		1	9-12	
7963070	Unique Skills: Social and Emotional 9-12		1	9-12	
7963150	Unique Skills: Communication 9-12		1	9-12	

VOCATIONAL COURSES

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

CONTENT SPECIFIC STANDARD DIPLOMA COURSES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
7963080	Learning Strategies 9-12		0.5	9
1700380	Career Research & Decision Making		0.5	9

FAPE COURSES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
7963010	Preparation for Adult Living		1	12+

Students with an Individualized Education Plan (IEP) who are eligible to receive support will be provided additional support in scheduled classes as documented per their IEP. Students attending SCHS, with an IEP, will be provided with a continuum of services in accordance with their IEP.

INTERNATIONAL BACCALAUREATE PROGRAM
Required and Elective Courses
Listings by IB Groups, Prerequisites and Grade Levels

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

LANGUAGE ARTS (Language A – Group 1)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1001800J	*Pre-IB: English 1	IB Acceptance	1	9
1001420	**AP English Language & Composition	Pre-IB: English 1	1	10
1001430K	**AP English Literature & Composition (IB: English 3)	AP English Language & Composition	1	11
1001830K	**IB: English 4 (HL)	AP English Literature & Composition (IB: English 3)	1	12

WORLD LANGUAGES (Language B – Group 2)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
0701800J	*Pre-IB: French 1	IB Acceptance	1	9
0701810J	*Pre-IB: French 2	Pre-IB: French 1	1	9-10
0701830K	**IB: French 4	Pre-IB: French 2	1	11-12
0701840K	**IB: French 5 (SL)	IB: French 4	1	11-12
0702800J	*Pre-IB: German 1	IB Acceptance	1	9
0702810J	*Pre-IB: German 2	Pre-IB: German 1	1	10
0702830K	**IB: German 4	Pre-IB: German 2	1	11-12
0702840K	**German 5 IB (SL)	IB: German 4	1	11-12
0708800J	*Pre-IB: Spanish 1	IB Acceptance	1	9
0708810J	*Pre-IB: Spanish 2	Pre-IB: Spanish 1	1	9-10
0708830K	**IB: Spanish 4	Pre-IB: Spanish 2	1	10-12
0708840K	**IB: Spanish 5 (SL)	IB: Spanish 4	1	11-12
0708865K	**IB: Spanish 6 (HL)	IB: Spanish 5	1	12

SOCIAL STUDIES (Individuals and Societies – Group 3)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
2103400	**AP Human Geography	IB Acceptance	1	9
2109380	**AP European History	IB Acceptance	1	10
2102370	**AP Macro Economics	IB Acceptance	0.5	10
2102320H	*Economics Honors		0.5	10
2100803K	**IB: History of the Americas		0.5	11
2100804K	**IB: History of the Americas		0.5	12
2109805K	**IB: Contemporary History 2	IB: History of the Americas	1	12
2102820K	**IB: Economics 2 (SL)		1	11-12
2102830K	**IB: Economics 3 (HL)	IB Economics 1 or 2	1	12
0900800K	**IB: Theory of Knowledge 1		0.5	11
0900810K	**IB: Theory of Knowledge 2		0.5	12

SCIENCE (Experimental Sciences – Group 4)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
2000800J	*Pre-IB: Biology 1	IB Acceptance	1	9
2000810K	**IB: Biology 2 (SL)	Pre-IB: Biology 1	1	11-12
2000820K	**IB: Biology 3 (HL)	IB: Biology 2	1	12
2001375K	**IB: Environmental Systems 2 (SL)		1	11-12
	**IB: Environmental Systems 3 (HL)	IB Environmental Systems 2	1	12
2003800J	*Pre-IB: Chemistry 1	IB Acceptance	1	10
2003370	**AP Chemistry	Pre-IB: Biology/Chemistry 1	1	11
2003810K	**IB: Chemistry 2 (SL)	AP Chemistry	1	12
2003820K	**IB: Chemistry 3 (HL)	AP Chemistry	1	12
2003845K	**IB: Physics 2 (SL)	Pre-IB: Biology/Chemistry 1	1	11-12

INTERNATIONAL BACCALAUREATE PROGRAM
Required and Elective Courses
Listings by IB Groups, Prerequisites and Grade Levels

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

*MATHEMATICS (Group 5) *All math classes require teacher recommendation*

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1206320J	*Pre-IB: Geometry Honors	Algebra 1	1	9
1200340J	*Pre-IB: Algebra 2 Honors	Geometry Honors	1	9-10
1209800K	**IB Mathematics: Applications & Interpretation 1 (SL)	Pre-IB: Algebra 2 Honors and Geometry Honors Teacher Recommendation	1	10-11
1210310K	**IB Mathematics: Application & Interpretation 2 (SL)	IB Mathematics: Application & Interpretation 1 (SL)	1	11-12
1202375K	**IB Pre-Calculus (A/A 1)	Pre-IB: Geometry & Algebra 2 Honors Teacher Recommendation	1	10-11
1202810K	**IB Mathematics: Analysis & Approaches (SL) (A/A 2)	IB Pre-Calculus (A/A 1)	1	11-12
1202830K	**IB Mathematics: Analysis & Approaches (HL)	IB Mathematics Analysis & Application (SL)	1	12

ADDITIONAL SIXTH AREA CHOICES (Group 6)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
0114800J	*Pre-IB: Art 1		1	9-10
0114810J	*Pre-IB: Art 2	Pre-IB: Art 1	1	10
0114815K	**IB Visual Arts 1		1	11-12
0114825K	**IB Visual Arts 2 (SL)	IB Art: A & B	1	12
0114835K	**IB Visual Arts 3 (HL)	IB Visual Arts 1 or 2	1	12
0400800J	*Pre-IB: Theatre 1		1	9
0400805J	*Pre-IB: Theatre 2	Pre-IB: Theatre 1 or Teacher Recommendation	1	9-10
0400810K	**IB Theatre 1	Drama or Acting 1	1	10-12
0400820K	**IB Theatre 2 (SL)	Pre-IB: Theatre 1	1	11-12
0400830K	**IB Theatre 3 (HL)	IB Theatre 2	1	11-12
0300650J	*Pre-IB: Dance 1		1	11-12
0300655K	**IB Dance 1	Pre-IB: Dance 1/Teacher Recommendation	1	9-10
0300660K	**IB Dance 2 (SL)	Pre-IB: Dance 1/Teacher Recommendation	1	11-12
0300670K	**IB Dance 3 (HL)	IB Dance 2)/Teacher Recommendation	1	11-12
1300800J	*Pre-IB: Music 1		1	9
1300810J	*Pre-IB: Music 2		1	10
1300816	**IB Music 1		1	10-12
1300818K	**IB Music 2 (SL)		1	11
1300820K	**IB Music 3 (HL)	Voice, Piano, Instrumental Experience	1	11-12
2107800	*IB Psychology 1		1	10
2107810K	**IB Psychology 2 (SL)		1	11-12
2107820K	**IB Psychology 3 (HL)	IB Psychology 2	1	12
2102820K	**IB Economics 2 (SL)		1	11-12
2102830K	**IB Economics 3 (HL)	IB Economics 2	1	12

IB Students must also complete an Extended Essay, Theory of Knowledge Essay and participate in 18 months of Creativity, Activity, and Service (CAS) beginning junior year of the program.

ADVANCED PLACEMENT
Prerequisites and Grade Levels

** Denotes additional weighting of 1.0 in GPA

It is recommended that students have a 4/5 State Assessment test score for AP courses.

LANGUAGE ARTS

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1001420	**AP Language and Composition	English Honors 2 or 3 or Teacher Recommendation	1	11-12
1001430	**AP English Literature & Composition	English Honors 3 or Teacher Recommendation	1	11-12

MATHEMATICS

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1202305	**AP Pre-Calculus	Algebra 2/Honors & Geometry/Honors	1	10-12
1202310	**AP Calculus AB	Pre-Calculus/Teacher Recommendation	1	11-12
1210320	**AP Statistics	Algebra 2/Honors	1	11-12

SCIENCE

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
2000340	**AP Biology	Biology 1 Honors and Chemistry 1 Honors	1	10-12
2001380	**AP Environmental Science	Bio 1 Honors/Teacher Recommendation	1	10-12
2003370	**AP Chemistry	Chem 1 Honors/Algebra 2 Honors	1	11-12

SOCIAL STUDIES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
2100330	**AP United States History	Teacher Recommendation	1	11-12
2102360	**AP Macro Economics	Honors Soc. Studies/Teacher Recommend.	0.5	11-12
2102370	**AP Microeconomics	Honors Soc. Studies/Teacher Recommend.	0.5	11-12
2106420	**AP U.S. Government & Politics	Honors Soc. Studies/Teacher Recommend	0.5	11-12
2106430	**AP Comparative Government & Politics	Honors Soc. Studies/Teacher Recommend	0.5	11-12
2103400	**AP Human Geography	World History Honors/U.S. History Honors Teacher Recommendation	1	10-12
2109380	**AP European History	World History Honors/AP U.S. History Teacher Recommendation	1	10-12

VISUAL ARTS

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
0109350	**AP 2D Art and Design	Art Level 2 or 3/Teacher Recommendation	1	11-12
0109360	**AP 3D Art and Design	Art Level 2 or 3/Teacher Recommendation	1	11-12
0104300	**AP Studio Art/Drawing	Teacher Recommendation	1	11-12

MUSIC

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1300330	**AP Music Theory	Teacher Recommendation	1	9-12

ADVANCED PLACEMENT
Prerequisites and Grade Levels

WORLD LANGUAGE

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
0701380	**AP French	French 3 Honors or 4 Honors/ Teacher Recommendation	1	11-12
0708400	**AP Spanish Language	Spanish 3 Honors or 4 Honors/ Teacher Recommendation	1	10-12

COMPUTER AND BUSINESS TECHNOLOGY

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
0200335	**AP Computer Science Principles		1	9-12
0200320	**AP Computer Science A		1	11-12
0200390	**AP Career Kickstart Cyber: Security		1	9-12

CAPSTONE

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1700500	**AP Seminar		1	9-11
1700510	**AP Research	AP Seminar	1	10-12

ACADEMIC GUIDELINES

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

Spruce Creek High School

School Year 2025-2026

www.SpruceCreekHigh.com

Principal
Dr. Todd Sparger
It's a great day to be a hawk!
@GreatDay2BAHawk

801 Taylor Road
Port Orange, FL 32127
386-322-6272
CEEB CODE: 101437

Fast Facts

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

Each year our graduation class typically earns over $8 million in scholarships!

Our seniors typically donate over 64,000 hours in volunteer work!

82% our graduates are college bound!

Spruce Creek High School students take over 2,550 AP and IB tests!

Spruce Creek High School offers over 40 clubs and 19 sports to students.

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

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

The School Community Profile

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

The School Profile

Spruce Creek High School, established in 1975, has consistently been ranked as one of *Newsweek's* Top 100 High Schools in America. We are a comprehensive four-year public high school enrolling 2,600 students in grades 9–12. We are a culturally diverse school, attracting students from around the globe. On average our teacher to student ration is 1:25. We have a graduating class of approximately 620-680 each year. Spruce Creek High School is accredited by Cognia™, a nonprofit organization that provides quality assurance for schools, school districts and education service providers.

The Curriculum

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

The **International Baccalaureate Program** at Spruce Creek is always ranked within the top five in the world as measured by the number of tests administered and International Diplomas earned and the largest in North America. We offer 37 IB courses in the 6 areas prescribed by IB. Approximately 550 students are enrolled in our pre-IB and IB Diploma Program each year. For more information about the extensive IB curriculum, please visit the school website or www.IBO.org.

Spruce Creek High School also offers more **Advanced Placement** courses than most schools in the state! More than 1100 exams are administered across more than 20 subject areas to students annually.

The AP Program at Spruce Creek High School include: Spruce Creek High School is proud to be the only school in the district offering the **AP Capstone Diploma ™** with the introduction of AP Research and AP Seminar Certificate™ in the 2025 school year. We also offer AP courses in: Art/Drawing, Biology, Calculus AB, Chemistry, Computer Science A, Computer Science Principles, Environmental Science, English Language and Composition, English Literature and Composition, European History, French, Government and Politics: United States, Government and Politics: Comparative, Human Geography, Macroeconomics, Microeconomics, Music Theory Statistics, Studio/2-D Art, Studio/3-D Art, United States History and Spanish. (AP is an open-enrollment program and offerings are subject to student enrollment.)

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

Spruce Creek is noted for its depth and breadth of high caliber programs and academies. The school boasts four academies: **Finance Academy, Academy of Information Technology and Robotics, Academy of Design and Management, and the Academy of Videography.** Our nationally recognized **Army JROTC** program continues to experience steady growth while winning competitions and preparing young men and women for adulthood with discipline. Our **Advancement Via Individual Determination** (AVID) program offers support for motivated students pursuing rigorous coursework and assists with the college application and scholarship process. The **School of the Performing Arts at Spruce Creek High School** (SOPA) offers educational opportunities for students that are gifted in the performing arts. It promotes an environment for all students to experience the arts to enrich their education through co-curricular and collaborative efforts in the areas of Band, Vocal, Dance, Color Guard, Jazz Band, Orchestra and Theatre at Spruce Creek. We also offer award winning **fine arts** courses as well.

The Electives

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

The Arts (90% of our students are enrolled in at least one art related course at any given time.)
Acting, Art 2-D, Band, Ceramics, Computer Graphics, Chorus, Dance Choreography, Dance Repertory, Dance Technique, Digital Art, Drama, Drawing, Eurhythmics/Colorguard, Film Production, Introduction to Film & Cinema, Introduction to Music Performance, Jazz Ensemble, Music Appreciation, Music Theory, Orchestra, Photography, Piano, Vocal Ensemble and Technique

Career and Technical Education (65% of our students are enrolled in at least one of these courses)
AP Computer Principles, AP Computer Science A, Culinary Arts, Digital Design, Financial Accounting, Financial Internship, Financial Operations, Financial Planning, Foundations of Robotics, Health Sciences and Foundations, Journalism, Medical Skills, Nutrition and Wellness, Principles of Food Prep, Robotic Design Essentials, Robotic Systems, ROTC Leadership, TV Production, Foundations of Programming. Each of these areas offer Industry Certification Exams to prepare our students for entering the workforce.

Physical Education
Aerobics, Baseball, Basketball, Care and Prevention of Athletic Injuries, Comprehensive Fitness, First Aid and Safety, Fitness Lifestyle Design, Football, Personal Fitness, Power Weights, Softball, Sports Officiating, Team Sports, Tennis, Track and Field, Volleyball, Weight Training, & Beach Volleyball

World Languages
French, German, Spanish

Grade Point Average and Test Scores

Over 58% of the Spruce Creek High School graduation class has a GPA of 3.5 or higher due to their hard work and commitment to higher level coursework (41% of our students take at least 1 AP or IB class). Grades are calculated using the following scale: A= 90-100, B= 80-89, C= 70-79, D= 60-69, F= 0-59. GPA is computed using 4.0 quality points for an A, 3.0 for a B, 2.0 for a C, and 1.0 for a D. Honors classes earn an extra .5 quality points and IB/AP courses earn an extra 1.0 quality point. Beginning with grade nine, all subjects, whether passed or failed, are included in the computation. A minimum of 24 credits is required for graduation. Grades are recorded on the transcript and the GPA is computed in January and May.

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

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

Additional Awards and Distinctions

	SAT EBRW	SAT Math
Spruce Creek High	581	576
Volusia County	538	515
Florida	513	480
United States	528	523

- Each year we have an average of 3 National Merit semifinalists, 9 National Merit Commended Scholars, and at least 1 National Merit Finalist.
- At least 20 of our senior student-athletes sign letters of intent to continue their sport at the collegiate level annually.
- Our students typically dominate the regional and state science fair and art competitions.
- Creek athletes typically dominate in various areas, including *News Journal* Players of the Year, District Championships, Regional Champions, and State Championships. Our Boys' Weightlifting team has won over 25 State Championships!

Some Colleges Attended by Graduates

Auburn University
Barnard College
Bethune-Cookman
Boston University
Brown University
CAL Tech
Carnegie Mellon
Clemson
Colorado State University
Columbia University
Cornell University
Dartmouth College
Davidson College
Daytona State College
Duke University
Embry-Riddle
Flagler College
Florida A&M
Florida Atlantic University
Florida Gulf Coast University
Florida Institute of Technology
Florida International University
Florida Polytech
Florida Southern College
Florida State University
Georgetown University
George Washington University
Georgia Institute of Technology
Hamilton College
Harvard University
Johnson & Wales University
Johns Hopkin
Julliard
Loyola University
Middlebury College
Minnesota State University
Montana State University
MIT
New College of Florida
North Carolina State
Northwestern University
Notre Dame
Penn State University
Princeton University
Rice
Rollins College
Savannah College of Art & Design
Seton Hill University
Stanford University
Stetson University
Syracuse University
Tufts University
Tulane
United States Air Force Academy
United States Naval Academy
University of Alabama
University of Arkansas
University of California at Berkeley
University of Chicago
University of Central Florida
University of Connecticut
University of Florida
University of Georgia
University of Miami
University of NC Chapel Hill
University of North Florida
University of Pennsylvania
University of South Florida
University of Tampa
University of Virginia
Vanderbilt
Wake Forest
Warren Wilson College
USMA West Point
Wingate
Yale

Updated January 2025

ACADEMIC POLICIES AND REGULATIONS

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

CLASS PLACEMENT REQUIREMENTS

Grade placement of all transfer students shall be on a probationary basis until transfer work is validated using official evidence of student achievement or competence available to the school principal or designee. The grade placement of students transferring from other countries, states, counties, or private schools will be determined by the principal or designee of the receiving school based on placement tests, age, and previous school records, subject to state statute, the rules of the State Board of Education and/or the Volusia County School Board.

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

HONOR ROLL REQUIREMENTS

Honor roll recognition shall be based on the following criteria:

- current Grade Period GPA of 3.0 or higher, weights included.
- no letter grade of D, F, or I.

GRADUATION WITH HONORS

Summa Cum Laude (with highest honor):	3.9 Weighted, Cumulative GPA
Magna Cum Laude (with high honors):	3.7 Weighted, Cumulative GPA
Cum Laude (with honors):	3.5 Weighted, Cumulative GPA

A student is required to be enrolled in a school for a minimum of at least the last two (2) years and has no level III offense that resulted in out of school suspension, assignment to alternative education, or expulsion, or level IV offense in grades 11 or 12 and no offense related to academic dishonesty as identified in the Code of Student Conduct in order to be eligible for valedictorian or salutatorian honors.

DISTRICT GRADE SCALE AND QUALITY POINT VALUE

The following grade scale shall be used to determine a letter grade, and the following quality point system shall be used to determine grade point average for honor rolls, rank in class, and honor graduates.

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

1. To determine a grade point average, the total number of equivalent quality points are added; then, the sum is divided by the number of letter grades represented. Note that weighted courses have been awarded additional quality points due to their academic rigor.

2. Advanced Placement (AP) and International Baccalaureate (IB) courses shall carry an additional 1.0 quality point value for computing cumulative weighted grade point average earned from A to D. Pre-IB and selected honors courses, as designated by the superintendent or designee, shall carry an additional .5 quality point value for computing cumulative weighted grade point average earned from A to D.

3. All courses receiving weighted credit in Volusia County Schools will also receive weighted credit if offered as a dual enrollment course. A list of the courses receiving additional weighting will be included in the Dual-enrollment guide.

4. The conduct grade shall be assigned based on the following numerical designation:
    - Conduct is satisfactory (1)
    - Conduct needs improvement (2)
    - Conduct is unsatisfactory (3)

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

SCHOLAR DIPLOMA DESIGNATION

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

INDUSTRY SCHOLAR DIPLOMA DESIGNATION

In addition to meeting the standard high school diploma requirements, a student must meet all the following requirement(s):

- Attain one or more industry certifications from the list established (per statute 1003.492,F.S.)

FLORIDA SEAL OF BILITERACY

Students graduating during the 2016-2017 school year and thereafter will be eligible to participate in the Florida Seal of Biliteracy Program. The Florida Seal of Biliteracy program recognizes high school students who have attained a high level of proficiency in one or more languages in addition to English. Eligible students will receive a gold or silver seal on their diplomas, in addition to an indication on their transcripts, as follows: o

- Gold Seal of Biliteracy: 4 or higher on FSA ELA and 4 credits (3.0+) in a world language or a sufficient score on an approved standardized test, a sufficient portfolio score for languages without approved tests.

- Silver Seal of Biliteracy: 3 on FSA ELA (or concordant score) and 4 credits (3.0+) in a world language or a sufficient score on an approved standardized test, a sufficient portfolio score for languages without approved tests.

- Eligible students will receive a “G” or an “S” on their transcripts. Students who have attained a Gold or Silver Seal in 2 or more languages in addition to English will receive a “B” on their transcripts.

ATHLETIC PROGRAMS & EXTRACURRICULAR ACTIVITIES

ACTIVITIES/CLUBS

Academic Team
African American Awareness
American Red Cross
Academy of Finance
Art 2D Club
Asian Association
American Sign Language
AVID
BETA Club
Choir Club
Chess Club
Class of 2027
Class of 2028
Class of 2029
Class of 2030
Creative Writing Club
Creek Against Cancer
Creek for Clean Oceans
Coptic Association
DECA
FBLA
Fellowship of Christian Athletes
French Club
French Honor Society
Future Business Leaders of America
Gardening Club
Gay-Straight Alliance
German Club
Grub Club
Hope in an Envelope
HOSA
K-Pop Club
Mock Trial
MSA
Mu Alpha Theta
Music Analysis Club
National English Honor Society
National Honor Society
National Honor Society of Dance Arts
Papillon
Passion Art Club
Pickle Ball
Psychology Club
Rock Climbing
Speech and Debate Club
Sports Medicine
Spruce Creek Book Club
Science Olympiads
Students for Environmental Awareness
Student Government Association
SMASH Team 2152
South Asian Club
Spanish Club
Spanish Honor Society
Stress Less
Theater Club
Thrifting Club
Trading Card Club
Tri-M Music Honor Society
Yearbook
Young Democrats
Young Republicans

ATHLETICS

Baseball	Boys: JV/V	Golf	Boys/Girls
Basketball	Boys/Girls: JV/V	Soccer	Boys/Girls: JV/V
Beach Volleyball	Girls: JV/V	Softball	Girls: JV/V
Bowling	Boys/Girls: V	Swimming	Boys/Girls
Cheerleading	Fall and Winter	Tennis	Boys/Girls
Cross Country	Boys/Girls	Track and Field	Boys/Girls
Flag Football	Girls: V	Volleyball	Boys/Girls: JV/V
Football	Boys: JV/V	Weightlifting	Boys/Girls

ATHLETIC ELIGIBILITY

- Students must maintain a cumulative 2.0 GPA
- Students must be enrolled at SCHS
- Transfer students must complete FHSAA form GA4 before their first practice
- Transfer students must provide a current transcript of their academic record
- A student is limited to four consecutive school years of high school athletic eligibility beginning with the year they started 9th grade for the first time.
- A student may not participate in athletics at the high school level if he/she turns 19 before July 1st of the upcoming school year.
- In order to participate in any athletic activity (open gyms, season participation, weight room, or conditioning) an athlete must have a completed physical packet on file.

PAY TO PARTICIPATE

Along with the academic requirements to participate in athletics, the district has instituted a “pay to play” policy to off set the financial cost of the athletic program.

Each student athlete must pay $75.00 to participate in a sport, with the added cost of $25.00 for each additional sport, with a maximum total of $100.00 per calendar year. To participate, students must meet all requirements of both state and district, including the pass/play requirements.

CLUBS AND ACTIVITIES

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

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

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

STUDENT PARTICIPATION GUIDELINES

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

1. A student may belong to a **maximum of four clubs/organizations**, only one of which may be a service club.

2. If a student is dropped or resigns from a service club, there must be a waiting period at the discretion of the sponsors of affected clubs and Activities Director before the student may join another service club.

3. A student may hold only **one major office in any school term**. Major office consists of president, vice-president, secretary, treasurer, captain, co-captain, editor, etc. Exceptions may be made by agreement among all sponsors concerned and the Administration.

4. A student is not to attend school-sponsored functions on days when he/she has not attended school. It is the sponsor's responsibility to enforce this policy.

5. An individual member of any activity of an organization may be placed on probation by the Executive Board of that organization for any one of the following reasons:
    a) Failure to comply with academic requirements.
    b) Failure to comply with club standards, rules, and regulations.
    c) Failure to comply with SCHS standards, rules, and regulations.
    d) Failure to participate in club activities and meetings.

A complete list of guidelines are available in the Student Activities office.

GENERAL CURRICULUM

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

ENGLISH (ELA)

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

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

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

1001320H	ENGLISH 1 HONORS	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	State Assessment (Test Score 3, 4, 5)/Teacher Recommendation

This course defines what students should understand and be able to do by the end of ninth 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, focusing on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work. Readings may include *Into Literature* or an appropriate grade-level novel.

1001340	ENGLISH 2	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	English 1

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

1001350H	ENGLISH 2 HONORS
	Offered: Grade 10 Length: Year Prerequisite: English Honors 1/State Assessment (Test Score 3, 4, 5) Teacher Recommendation

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

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

1001370	ENGLISH 3
	Offered: Grade 11 Length: Year Prerequisite: English 2

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

1001380H	ENGLISH 3 HONORS
	Offered: Grade 11 Length: Year Prerequisite: English 2/English 2 Honors/State Assessment (Test Score 3, 4, 5) Teacher Recommendation

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this 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, focusing on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work. Readings may include *Into Literature* or an appropriate grade-level novel selection from American Literature.

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

1001420	ADVANCED PLACEMENT LANGUAGE AND COMPOSITION	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	English 2 Honors/ English 3 Honors/State Assessment (Test Score 3, 4, 5)

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

1001400	ENGLISH 4	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	English 3

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

1001410H	ENGLISH 4 HONORS	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	English 3/State Assessment (Test Score 3, 4, 5) and/or Teacher Recommendation

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this 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, focusing on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work. Readings may include *Into Literature* or an appropriate grade-level novel.

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

1001430	ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION	
	Offered:	Grade 11, 12and IB 11th grade
	Length:	Year
	Prerequisite:	English 3 Honors/State Assessment (Test Score 3, 4, 5) and/or Teacher Recommendation

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

Readings may include *Into Literature* or an appropriate grade-level novel. For a more complete list, please refer to the course syllabus.

ENGLISH ELECTIVES

READING

1000412	INTENSIVE READING 1
	Offered: Grade 9 Length: Year Prerequisite: Level 1 on FSA ELA (See Decision Tree of the VCS K-12 Reading Plan)

This course is designed for ninth 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 support to match student needs 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 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.

1000412A	INTENSIVE READING 1
	Offered: Grade 9 Length: Year Prerequisite: Level 2 on FSA ELA; (See Decision Tree of the VCS K-12 Reading Plan)

This course is designed for ninth 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 support to match student needs and is provided by the most experienced, and/or specialized experts. 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 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.

1000414	INTENSIVE READING 2
	Offered: Grade 10 Length: Year Prerequisite: Level 1 on FSA ELA (See Decision Tree of the VCS K-12 Reading Plan)

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

1000414A	INTENSIVE READING 2
	Offered: Grade 10 Length: Year Prerequisite: Level 2 on FSA ELA (See Decision Tree of the VCS K-12 Reading Plan)

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

1000416	INTENSIVE READING 3
	Offered: Grade 11 Length: Semester Prerequisite: Level 1 on FSA ELA (See Decision Tree of the VCS K-12 Reading Plan)

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized experts. 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 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.

Intensive Reading 3 and 4 are intervention courses designed to equip students with the necessary reading skills needed to earn a concordance score on the ACT and SAT to meet graduation requirements.

1000416A	INTENSIVE READING 3
	Offered: Grade 11 Length: Semester Prerequisite: Level 2 on FSA ELA (See Decision Tree of the VCS K-12 Reading Plan)

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires support to match student needs and is provided by the most experienced, and/or specialized experts. 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 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.

Intensive Reading 3 and 4 are intervention courses designed to equip students with the necessary reading skills needed to earn a concordance score on the ACT and SAT to meet graduation requirements.

1000418	INTENSIVE READING 4
	Offered: Grade 12 Length: Semester Prerequisite: Level 1 on FSA ELA (See Decision Tree of the VCS K-12 Reading Plan)

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires support to match student needs 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 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. Intensive Reading 3 and 4 are intervention courses designed to equip students with the necessary reading skills needed to earn a concordance score on the ACT and SAT to meet graduation requirements.

1000418A	INTENSIVE READING 4
	Offered: Grade 12 Length: Semester Prerequisite: Level 2 on FSA ELA (See Decision Tree of the VCS K-12 Reading Plan)

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires support to match student needs and is provided by the most experienced, and/or specialized experts. 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 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. Intensive Reading 3 and 4 are intervention courses designed to equip students with the necessary reading skills needed to earn a concordance score on the ACT and SAT to meet graduation requirements.

ESOL – ENGLISH FOR SPEAKERS OF OTHER LANGUAGE

1002381	DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Limited English Proficiency Reading (LY) See Decision Tree 3 of VCS K-12 Reading Plan for Details

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

Important note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.
Tier 2 and 3 students will use Achieve 3000.

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

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

Special Notes:

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

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

Additional Notes: Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program of strategy can be successful in remediating the needs of all students. The reading intervention course should require that students increase the amount and complexity of text they read independently throughout the school year, as these students do not have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and careerreadiness.
It is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of reading skills in older readers. The instructional approaches should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

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

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

MATHEMATICS

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

All mathematics courses require teacher recommendation for placement for registration.

1200370	ALGEBRA 1A	
	Offered:	Grade 9, 10, 11
	Length:	Year

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.

1200310	ALGEBRA 1	
	Offered:	Grade 9, 10, 11
	Length:	Year

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.**

1206310	GEOMETRY	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Algebra 1 equivalent

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

1206320H	GEOMETRY HONORS	
	Offered:	Grade 9, 10
	Length:	Year
	Prerequisite:	Algebra 1 equivalent/State Assessment (Test Score 3, 4, 5)

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

1207350	MATH FOR LIBERAL ARTS	
	Offered:	Grade 10, 11,12
	Length:	Year
	Prerequisite:	Geometry/Geometry Honors

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. *All clarifications stated whether general or specific to Mathematics for College Liberal Arts, are expectations for instruction of that benchmark.*

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

1200330	ALGEBRA 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent

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

1200340H	ALGEBRA 2 HONORS	
	Offered:	Grade 9, 10, 11
	Length:	Year
	Prerequisite:	Algebra 1 equivalent/State Assessment (Test Score 3, 4, 5)

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

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

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

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

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

1202340H	PRE-CALCULUS HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Algebra 2 Honors and Geometry Honors

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

1202305	ADVANCED PLACEMENT PRECALCULUS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Algebra 2 Honors and/or Teacher Recommendation

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. **Students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

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

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

1210320	ADVANCED PLACEMENT STATISTICS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Algebra 2 Honors

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

SCIENCE

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

Students are required to earn three science credits to graduate. In order to earn a standard diploma, students are required to take one credit in Biology, one credit in Earth Space or Physical Science or Chemistry or Physics and an 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 three credits in science which include: one credit in Biology, one credit in physics or chemistry and one credit in an equally rigorous (EQ) science course. In addition, the Scholar Designation requires students to pass the Biology EOC Exam. All students are strongly recommended to take a fourth science.

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

2001340	ENVIRONMENTAL SCIENCE	
	Offered:	Grade 9
	Length:	Year

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 usage, population dynamics, and major forms of energy. Laboratory investigations include the use of the scientific process, measurement, laboratory apparatus, and safety.

2000310	BIOLOGY 1	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Environmental Science

This course provides students with exploratory activities, laboratory experiences and real-life applications in the biological sciences. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations, and changes through time. The Biology EOC has three reporting categories: Molecular and Cellular Biology (35%), Organisms, Populations and Ecosystems (40%), Classification, Heredity and Evolution of Living Organisms (40%).

2000320H	BIOLOGY 1 HONORS	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	State Assessment (Test Score 3, 4, 5) or Teacher Input

This advanced course provides integrated laboratory experience 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 ninth grade should have earned a 3 or higher on the eighth grade Florida Statewide Science Assessment and or a 3 on the Reading FSA. Laboratory investigations will include the use of the scientific process, measurement, observations, predictions, reasoning, and problem-solving skills. Preserved animal studies may be a part of this course. The Biology EOC has three Reporting Categories: Molecular and Cellular Biology (35%), Organisms, Populations and Ecosystems (40%), Classification, Heredity and Evolution of Living Organisms (40%).

All students are required to pass Biology 1. The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.

2003310	PHYSICAL SCIENCE	
	Offered:	Grade 9-12
	Length:	Year

In this course laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

2003340	CHEMISTRY 1	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Algebra 1

This course involves the study of 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.

2003350H	CHEMISTRY 1 HONORS	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Algebra 1/State Assessment (Test Score 3, 4, 5) or Teacher Input

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

2002510H	MARINE SCIENCE 1 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Biology 1 or Biology 1 Honors/State Assessment (Test Score 3, 4, 5) or Teacher Input

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

2000360H	ANATOMY AND PHYSIOLOGY HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Biology 1 or Biology 1 Honors/ State Assessment (Test Score 3, 4, 5)

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

2001380	ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Biology 1 Honors/State Assessment (Test Score 3, 4, 5) or Teacher Input

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

2000340	ADVANCED PLACEMENT BIOLOGY	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Biology 1 Honors/Chemistry and Algebra 2/Anatomy & Physiology prior or concurrently/ State Assessment (Test Score 3, 4, 5) or Teacher Input

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

2003370	ADVANCED PLACEMENT CHEMISTRY	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Chemistry 1 Honors

This college level course provides the opportunity for students to continue their investigation of Chemistry in a fast-paced and rigorous learning atmosphere. Course content includes atomic structure and properties, compound structure and properties, intermolecular and interparticle forces, chemical reactions, kinetics, thermochemistry, equilibrium, acids and bases, thermodynamics and electrochemistry. Students will conduct challenging laboratory investigations which manipulate qualitative and quantitative data to develop hands-on laboratory and error analysis skills which are integral to the course. **Students will take AP Chemistry test. Students who do not take the AP Exam will incur College Board Assessment fees.**

2003845K	IB PHYSICS 2	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Geometry/Honors
	Co-requisite:	Algebra II/Honors

The purpose of this course is to provide an algebra-based overview of physics according to the IB syllabus guide. Content should include, but not be limited to, mechanics, thermodynamics, waves, electricity and magnetism, modern physics, and relativity. Laboratory investigations involve application of the scientific method, quantitative relationships, proper use of laboratory apparatus, and safety precautions. Students will be required to take the IB Physics Standard Level Exam upon completion of the course. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

SOCIAL STUDIES

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2109310	WORLD HISTORY	
	Offered:	Grade 10
	Length:	Year

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.

2109320H	WORLD HISTORY HONORS	
	Offered:	Grade 9, 10
	Length:	Year
	Prerequisite:	State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2100310	UNITED STATES HISTORY	
	Offered:	Grade 10, 11, 12
	Length:	Year

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 to be awarded credit. The exam will be worth 30% of the overall final course grade.**

2100320H	UNITED STATES HISTORY HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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. Honors courses offer scaffolded learning opportunities for students to develop critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in notetaking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, projects for competitive evaluation, or other teacher-directed projects). **Students will be required to take the exam to be awarded credit. The exam will be worth 30% of the overall final course grade.**

2100330	ADVANCED PLACEMENT U.S. HISTORY	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	U.S. History Honors/State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2102310	ECONOMICS	
	Offered:	Grade 12
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Required for Graduation

This course will provide students with knowledge of the fundamentals of both macro and micro-economics. 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, methodology, financial and investment markets, and the business cycle.

2106310B	UNITED STATES GOVERNMENT	
	Offered:	Grade 12
	Length:	Semester
	Prerequisite:	State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

This course provides students with 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.

2102320	ECONOMICS HONORS	
	Offered:	Grade 12
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Required for Graduation

This course will provide students with knowledge of the fundamentals of both macro and micro-economics. 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, methodology, financial and investment markets, and the business cycle. Honors courses offer scaffolded learning opportunities for students to develop 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 notetaking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

2106320B	UNITED STATES GOVERNMENT HONORS	
	Offered:	Grade 12
	Length:	Semester
	Prerequisite:	State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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 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 notetaking, participating in Socratic seminars/discussions, emphasizing free-response and document- based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

2102360	ADVANCED PLACEMENT MICRO-ECONOMICS	
	Offered:	Grade 11, 12
	Length:	Semester
	Prerequisite:	Honors Social Studies Course/ State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2102370	ADVANCED PLACEMENT MACRO-ECONOMICS	
	Offered:	Grade 11, 12
	Length:	Semester
	Prerequisite:	Honors Social Studies Course/State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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, 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 corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

2106420	ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS	
	Offered:	Grade 11, 12
	Length:	Semester
	Prerequisite:	Honors Social Studies Course/ State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2106430	ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS	
	Offered:	Grade 11, 12
	Length:	Semester
	Prerequisite:	Honors Social Studies Course/State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

SOCIAL STUDIES ELECTIVES

2103400	ADVANCED PLACEMENT HUMAN GEOGRAPHY
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Advanced U.S. History/Honors World History/ State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2109380	ADVANCED PLACEMENT EUROPEAN HISTORY
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation/State Assessment test score 4 or 5

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

2102371	PERSONAL FINANCE AND MONEY MANAGEMENT
	Offered: Grade 10 Length: Semester

In Personal Finance and Money Management, instructional time will emphasize seven areas: exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; 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; 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; 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; and 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.

1700380	CAREER RESEARCH AND DECISION MAKING
	Offered: Grade 10 Length: Semester

The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The student will develop skills in goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields, and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews, financial planning and sources of educational financial assistance and career planning.

2107300	PSYCHOLOGY 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Semester

Define psychology as a discipline and identify its goals as a science. Examples of goals may include, but are not limited to, describing behavior, explaining why behaviors and mental processes occur, predicting future events, controlling/changing behaviors and mental processes, and observation of behavioral and mental problems.

2107310	PSYCHOLOGY 2	
	Offered:	Grade 9, 10, 11, 12
	Length:	Semester

Identify the role of the scientific method in psychology, common methods and pitfalls of data collection and interpretation and the importance of ethics in psychological experimentation

THE ARTS, VISUAL & PERFORMING

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

ART

0102300	CERAMICS/POTTERY 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Supply donation of $40.00 per year.

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

0102310	CERAMICS/POTTERY 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Ceramics/Pottery 1, Supply donation of $40.00 per year.

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

0102320H	CERAMICS/POTTERY 3 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Ceramics/Pottery 2, Supply donation of $40.00 per year.

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

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

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

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

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

0101300	TWO-DIMENSIONAL STUDIO ART 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
		Art supplies $40.00 per year

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

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

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

0101355	CREATING TWO-DIMENSIONAL STUDIO ART	
	Offered:	Grade 9, 10, 11, 12
	Length:	Semester
		Art supplies $10.00 per semester

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

0101365	CREATING THREE-DIMENSIONAL ART	
	Offered:	Grade 9, 10, 11, 12
	Length:	Semester
		Supply donation of $10.00 per semester.

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

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

The purpose of this Advanced Placement course is to give an art student the opportunity to develop a portfolio of original artworks that demonstrate a sustained investigation into an area of artistic interest that establishes practice, experimentation, and revision. Students will also work to create high level skills in Drawing techniques and achieve a synthesis of ideas, materials, and processes.

Students regularly reflect on aesthetics and art issues individually and in a group and focus on expressive content that is progressively more innovative and representative of artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision, artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving abilities related to structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities and consumption of art materials.

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

The purpose of this Advanced Placement course is to give an art student the opportunity to develop a portfolio of original artworks that demonstrate a sustained investigation into an area of artistic interest that establishes practice, experimentation, and revision. Students will also work to create high level skills in 2D Design techniques and achieve a synthesis of ideas, materials, and processes. 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.

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

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

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

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

0109350	ADVANCED PLACEMENT: 2-D ART AND DESIGN	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	A passing grade in previous Art Level 2 or 3 courses and teacher recommendation required for all AP advancement. All students are required to take the AP exam upon completion of this course. Supply donations vary with each course. A digital camera is required.

In AP 2-D Art and Design, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D art and design skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented.

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

In AP 3-D Art and Design, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 3-D art and design skills through sculpture, architecture, jewelry, fashion and apparel design, bookmaking, game design, interior design, fibers, and others.

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

In AP Drawing, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented.

As with introductory college courses, students will need to work inside and outside the classroom and beyond scheduled periods. Homework, such as maintaining a sketchbook or a journal, should support the depth of learning expected of AP students. Constructive, formative critiques—essential in college classes—are equally important in AP Art and Design. By observing, discussing, and analyzing works of art and design, students learn to evaluate their own and others' work based on relationships of materials, processes, and ideas. Students' individual and collaborative evaluations of work—both in progress and completed— develops their understanding of how components of a work interact to produce an overall effect. This understanding informs making.

THEATRE

0400660	THEATRE, CINEMA, AND FILM PRODUCTION	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

0400310	THEATRE 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

0400320	THEATRE 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Theatre 1 & Teacher Recommendation

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

0400330H	THEATRE 3 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Theatre 2 & Teacher Recommendation

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

0400340H	THEATRE 4 HONORS	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

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

0400510H	THEATRICAL DIRECTION AND STAGE MANAGEMENT 2 HONORS	
	Offered:	9-12
	Length:	Year
	Prerequisite:	Teacher Recommendation

In this course, students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework includes, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

0400400H	ACTING 4 HONORS	
	Offered:	9-12
	Length:	Year
	Prerequisite:	Teacher Recommendation

In Acting 4 Honors, students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

DANCE

0300310	DANCE TECHNIQUES 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

0300320	DANCE TECHNIQUES 2	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

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

0300330H	DANCE TECHNIQUES 3 HONORS	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

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

0300334H	DANCE TECHNIQUES 4 HONORS	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher recommendation

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

0300370	BALLET 4 HONORS	
	Offered:	11
	Length:	Year
	Prerequisite:	Teacher recommendation

Students will apply classical dance techniques in the structure of a traditional ballet class. The course is designed to build on advanced ballet techniques and will culminate in performances at the end of each semester.

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

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

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

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

0300420	DANCE REPERTORY 3 HONORS	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	Teacher recommendation

Students will study various works and techniques of professional choreographers. Students will apply these techniques to pieces produced for showcase performances in addition to composing pieces inspired by these movement styles. Students will be required to perform in two showcase performances to assess classroom learning. Teacher placement.

0300430	DANCE REPERTORY 4 HONORS	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Teacher recommendation

Students will expand their study of various works and techniques of professional choreographers. Students will apply these techniques to choreographed pieces and self-composed pieces inspired by these movement styles for performances. Students will be required to perform and compose pieces for two showcase performances to assess classroom learning.

CHORUS

1303300	CHORUS 1 DEBUT CHOIR	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

Debut Choir I provides vocal instruction and performance for students singing soprano, alto, tenor, and bass in four parts. Students will study vocal techniques which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Choir I is a performing ensemble. In addition to rehearsals during the week, public performances will be given throughout the school year, and attendance is mandatory. Fees associated with this chorus include a $100.00 student fee and the purchase of performance attire to match Advanced Choir attire style. No student will be excluded from choir due to financial hardship. Arrangements will be made financially. All freshmen students are required to complete this course to be eligible for advanced choirs in future years. There is no audition required for membership in Choir I

1303310	CHORUS 2 ADVANCED CHOIR	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Choir 1 and Teacher Recommendation

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

Advanced Choir provides vocal instruction and performance for students singing soprano, alto, tenor, or bass. Students will study vocal techniques which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Advanced Choir is a performing ensemble. In addition to rehearsals during the week, public performances will be given throughout the school year, and attendance is mandatory. Fees associated with this choir include a $100.00 student fee and the purchase of a performance gown (approximate cost: $75.00) or tuxedo (approximate cost: $110.00). No student will be excluded from choir due to financial hardship. Arrangements will be made financially. Membership in this choir is open to all sophomore, junior and senior students. Vocal students accepted in the Advanced Performing Arts Program will be enrolled in this course.

1303320	CHORUS 3 ADVANCED CHOIR	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Choir 2 and Teacher Recommendation

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

Advanced Choir provides vocal instruction and performance for students singing soprano, alto, tenor, or bass. Students will study vocal techniques which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Advanced Choir is a performing ensemble. In addition to rehearsals during the week, public performances will be given throughout the school year, and attendance is mandatory. Fees associated with this choir include a $100.00 student fee and the purchase of a performance gown (approximate cost: $75.00) or tuxedo (approximate cost: $110.00). No student will be excluded from choir due to financial hardship. Arrangements will be made financially. Membership in this choir is open to all junior and senior students. Vocal students who are accepted in the Advanced Performing Arts Program will be enrolled in this course.

1303330	CHORUS 4 ADVANCED CHOIR	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Choir 3 and Teacher Recommendation

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

Advanced Choir provides vocal instruction and performance for students singing soprano, alto, tenor, or bass. Students will study vocal techniques which will include tonal production, part singing, sight singing, musical literacy and music appreciation. Advanced Choir is a performing ensemble. **In addition to rehearsals during the week, public performances will be given throughout the school year, and attendance is mandatory. Fees associated with this choir include a $100.00 student fee and the purchase of a performance gown or tuxedo. No student will be excluded from choir due to financial hardship. Arrangements will be made financially. Membership in this choir is open to senior students. Vocal students accepted in the Advanced Performing Arts Program will be enrolled in this course.**

1303340H	CHORUS 5 HONORS ADVANCED CHOIR	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required

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

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

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

Honors choir students will function as section leaders in a beginning choir class. This course provides vocal instruction and performance for students singing soprano, alto, tenor, or bass. Students will study vocal techniques which will include tonal production, part singing, sight singing, musical literacy and music appreciation. **In addition to rehearsals during the week, public performances will be given throughout the school year, and attendance is mandatory. Fees associated with this choir include a $100.00 student fee and the purchase of a performance gown or tuxedo. No student will be excluded from choir due to financial hardship. Arrangements will be made financially. As an honors choir member, students will be expected to serve as student leaders, music sectional leaders and be encouraged to participate in all choral activities offered which include auditioning for All-County Choir, All-State Choir, and solo and ensemble competitions.**

1303440	VOCAL ENSEMBLE 1 BELLE CHANTIQUE CHOIR
	Offered: Grade 9, 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation and Audition **Honors credit is available to 11 and 12 grade students.**

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

1303450	VOCAL ENSEMBLE 2 BELLE CHANTIQUE CHOIR
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Teacher Recommendation, completion of Vocal Ensemble 1, and Audition **Honors credit is available to 11 and 12 grade students.**

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

1303460	VOCAL ENSEMBLE 3 BELLE CHANTIQUE CHOIR
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation and Audition **Honors credit is available to 11 and 12 grade students.**

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

1303470H	VOCAL ENSEMBLE 4 HONORS BELLE CHANTIQUE CHOIR
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation and completion of Vocal Ensemble 3 **Honors credit is available to 11 and 12 grade students.**

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

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

1300310H	MUSIC THEORY 2 HONORS	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

This course is for students enrolled in the *Advanced Performing Arts Program only.* This is a required course for all music students in the APA program and should be taken during 10th grade. Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. This is a required course for all music students in the APA program and should be taken during 12th grade.

1300330	ADVANCED PLACEMENT MUSIC THEORY	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

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

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

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

JAZZ BAND

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

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

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

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

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

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

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

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

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

BAND

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

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

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brass wind, or percussion instruments), band performance techniques, musical literacy, and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. All students that are interested in joining the Spruce Creek Band must have been **a member of a school band program for at least two years**. Students who wish to join band for the first time in high school may do so **but must have approval from the high school directors before registering for this course. Registration for band is not complete without attending Kick Off in May for returning students, new students and ALL incoming ninth grade students, completing the required paperwork for band. All band students enrolled in marching band** are required to attend summer Band Camp**. See band website for participation fees.**

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

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brass wind, or percussion instruments), band performance techniques, musical literacy, and music appreciation. After school rehearsals, performances, and/or instruction are a part of this course. **After school rehearsals and performances are a graded part of this course. Students enrolled in this class must participate in marching band. See band website for participation fees.**

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

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

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

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

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

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

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

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

ORCHESTRA

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

1302360	ORCHESTRA 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to develop musicianship skills in musical ensembles on orchestral instruments. The content shall include opportunities enabling students to develop basic fundamental skills in characteristic tone production, orchestral performing techniques, musical literacy, and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

1302370	ORCHESTRA 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to extend musicianship and ensemble experiences on orchestral instruments. The content shall include extended skill development in characteristic tone production, orchestral performance techniques, musical literacy, and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

1302380	ORCHESTRA 3	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content shall include interpreting medium level orchestral music, establishing appropriate tone production and performance techniques, identifying simple musical forms and varied style periods, formulating aesthetic awareness. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

1302390H	ORCHESTRA 4 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied orchestral literature. The content shall include independent interpretation of medium level orchestral music, refinement of tone production and performance techniques, musical form, style periods, and aesthetic perceptions. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

1302400H	ORCHESTRA 5 HONORS
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation

This course provides large group instruction and performance in string, wind, and percussion instruments. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected literature. Activities will include concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a comprehensive written examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

1302410H	ORCHESTRA 6 HONORS
	Offered: Grade 11, 12 Length: Year Prerequisite: Teacher Recommendation

This course provides large group instruction and performance in string, wind, and percussion instruments. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected literature. Activities will include concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a comprehensive written examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written critiques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

Honor's requirements include solo performance and audition for All County. Not to be confused with IB Extended Essay. See band website for participation fees. After school rehearsals and performances are a graded part of this course

1302450	INSTRUMENTAL TECHNOLOGY 4 HONORS
	Offered: Grade 9, 10, 11, 12 Length: Year

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

BAND COLOR GUARD

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

1305300	EURYTHMICS 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of beginning level skills in the art of performing various bodily movements in rhythm using musical accompaniment.

1305310	EURYTHMICS 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of intermediate level skills in the art of performing various bodily movements in rhythm using musical accompaniment.

1305320	EURYTHMICS 3	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of advanced 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.

1305330	EURYTHMICS 4	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to provide students with opportunities for extended acquisition of knowledge and development of techniques in the art of performing various bodily movements in rhythm using musical accompaniment. The content will include the extended study of musical interpretation through movement. Acquisition of technique and choreography should be stressed with emphasis on individual creativity.

After school rehearsals and performances are required. All students accepted during auditions must be enrolled in the course. Students enrolled in this class must participate in marching band and winter guard. See band website for participation fees.

Auditions for color guard will be held in late April/early May.

KEYBOARDING (Piano)

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

Students who are not enrolled in additional performing arts fee-based classes will pay a $50 fee for the class. This will pay for headphones and additional classroom materials.

1301360	KEYBOARDING 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

The purpose of this course is for students to build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

1301370	KEYBOARDING 2	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

The purpose of this course is for students to build on previous piano techniques and skills through reading music, acquiring, and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

1301380	KEYBOARDING 3	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

The purpose of this course is for students to further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have on music performance and composition and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and their connection to the computer and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

1301390H	KEYBOARDING 4 HONORS	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

This course is for students enrolled in the *Advanced Performing Arts Program only.* This is a required course for all music students in the APA program and should be taken during 9th grade. Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This is a required course for all music students in the APA program and should be taken 9th or 10th grade year. (changed from 12th grade)

SCHOOL OF THE PERFORMING ARTS at SPRUCE CREEK HIGH SCHOOL

SCHOOL OF THE PERFORMING ARTS AT SPRUCE CREEK HIGH SCHOOL

The Establishment of the School of the Performing Arts (SOPA) at Spruce Creek High School has created educational opportunities for students that are gifted in the performing arts in Volusia County.

The SOPA Program is an auditioned educational program where students have met specific admission requirements. Continued enrollment in the program is dependent upon maintaining the highest expectations in both performing arts and academic courses.

Please read through the requirements in this handbook on sprucecreeksopa.com as it contains specific information for each program and the standards which you will be held to. Please contact your specific performing arts area faculty if you have specific questions about your program.

OBJECTIVE AND GOALS

- To promote an environment for all students to experience the arts to enrich their education through co-curricular and collaborative efforts.
- To promote and sustain the high academic achievement at Spruce Creek High School.
- To provide students with opportunities to earn industry certifications.
- To build a collaborative performing arts community at Spruce Creek High School, the Port Orange Community, and Volusia County Schools.
- To provide students with the opportunities to receive specialized tutoring and mentoring from professionals in their field of study.

CURRICULUM

The School of the Performing Arts at Spruce Creek High School will be a four-year, full academic curriculum, which includes honors, dual enrollment, advanced placement, and International Baccalaureate courses. The advanced intensive arts curriculum includes dance, vocal, band, orchestra, jazz, piano, and theatre (including performance, technical/design, leadership, and musical theatre). A minimum of eight (8) courses in the student's performing arts area is required. It is suggested that students take 12 courses to fully immerse themselves in the performing arts curriculum. Students may need to take online classes to be able to fulfill their commitment to their chosen programs of study. Students that participate in the school of the performing arts will receive honors level credit for all SOPA courses.

CLASS REQUIREMENTS

General Requirements for all SOPA Students

- Students must be enrolled in at least two performing arts classes each semester, which will be honors level.
- Students must take all assigned courses in the outlined provided for the arts specific area.
- Students will be required to attend after-school recitals. Every student must perform at least one recital by the end of their senior year.
- A student's schedule and class selection will be set by each performing arts area faculty member.
- Students in SOPA will be required to participate in extra activities, such as but not limited to: All County, Solo and Ensemble, Tri-M, Thespians, VCDPA, NHSDA, FDPA. *Ask the other components what honors level items they require of their students.

Dance

Dance students must be enrolled in at least two performing arts classes each semester. When possible, students are strongly encouraged to take a third performing arts class. Dance students will be required to join the dance team their freshmen year. Students will be required to participate in all dance performances.

9th Grade

- 0300650J Pre-IB Dance 1
- 030042O Dance Rep 3 Honors (SOPA Comprehensive Dance 1)

10th Grade

- 0300655K IB Dance 1
- 0300430 Dance Rep 4 Honors (SOPA Comprehensive Dance 2)

11th Grade

- 0300330H Dance 3 Honors or (0300660 IB Dance 2)
- 0300370 Ballet 4 Honors (SOPA Comprehensive Dance 3)

12th Grade

- 0300334H Dance 4 Honors or (0300670 IB Dance 3)
- 0300334 Dance Technique 4 Honors (SOPA Comprehensive Dance 4)

Music- Vocal

9th Grade

- 1300800J Pre-IB Music 1 (Choir 1 for SOPA Students)
- 1301390H SOPA Keyboard (Keyboard 4 Honors)

10th Grade

- 1300810J Pre-IB Music 2 (Choir 2 for SOPA Students)
- 130310H SOPA Music Theory (Music Theory 2 Honors)

11th Grade

- 1303330H Choir 4 Honors or (1300818 IB Music 2)
- 1300330 AP Music Theory

12th Grade

- 1303330H Choir 5 Honors or (1300820 IB Music 3)
- 1302450 Instrumental Tech 4 Honors

Music- Band

The band program includes the Concert Band, Symphonic Band, Wind Ensembles, Marching Band, 12 O'clock Jazz Band, 11 O'clock Jazz Band, 10 O'clock Jazz Band, 9 O'clock and a Percussion Ensemble. All ensembles regularly participate in district and state performance assessments and consistently receive superior ratings. School of the performing arts students are required to participate in Solo and Ensemble each year and to audition for the All-County Band. Students are also HIGHLY ENCOURAGED to audition for the All-State Bands. Band students must be enrolled in two performing arts classes each semester. When possible, students are strongly encouraged to take a third music class, such as jazz band, choir, or orchestra.

9th Grade

- 1300800J Pre IB Music 1 (Band 1 for SOPA Students)
- 1301390H SOPA Keyboard (Keyboard 4 Honors)

10th Grade

- 1300810J Pre-IB Music 2 (Band 2 for SOPA Students)
- 130310H SOPA Music Theory (Music Theory 2 Honors)

11th Grade

- 1302340H Band 5 Honors or (1300818 IB Music 2)
- 1300330 AP Music Theory

12th Grade

- 130250H Band 6 Honors or (1300820 IB Music 3)
- 1302450 Instrumental Tech 4 Honors

Optional Classes

- Jazz Ensembles 1, 2, 3, 4
- Any other Performing Ensemble course (Orchestra or Choir)

Music- Jazz

The band program includes the Concert Band, Symphonic Band, Wind Ensemble, Marching Band, 12 O Clock Jazz Band, 11 O Clock Jazz Band, 10 O Clock Jazz Band, and Percussion Ensemble. All ensembles regularly participate in district and state performance assessments (MPA) and consistently receive superior ratings. Advanced performing arts students are required to participate in Solo and Ensemble each year and to audition for the All-County Band. Students are also HIGHLY ENCOURAGED to audition for the All-State Bands. Jazz students must be enrolled in three classes each semester. Since students are required to be in a core large ensemble per county policy, students must plan to take online classes to allow for three performing arts classes in their schedule each semester. Students that are in jazz will need to take three performing arts classes to cover the required courses

9th Grade

- 1300800J Pre IB Music 1 (Band 1 for SOPA Students)
- 1301390H SOPA Keyboard (Keyboard 4 Honors)
- 1300810J Jazz 1- (Pre-IB Music 2)

10th Grade

- 1300816 IB Music 1 (Band 2 for SOPA Students)
- 130310H SOPA Music Theory (Music Theory 2 Honors)
- 1302450 Jazz 2- (Instrumental Tech 4 Honors)

11th Grade

- 1302340H Band 5 Honors or (1300818 IB Music 2)
- 1300330 AP Music Theory
- 1302490 Jazz 3- (Instrumental Ensemble 4 Honors)

12th Grade

- 130250H Band 6 Honors or (1300820 IB Music 3)
- 1302450 Instrumental Tech 4 Honors
- 1302530 Jazz Ensemble 4 Honors

Music- Orchestra

The Orchestra program regularly participates in district and state performance assessments (MPA) and consistently receives superior ratings. School of the performing arts students are required to participate in Solo and Ensemble each year and to audition for the All-County Band. Students are also HIGHLY ENCOURAGED to audition for the All-State Bands. Orchestra students must be enrolled in two performing arts classes each semester. When possible, students are strongly encouraged to take a third music class, such as jazz band, band, or choir.

9th Grade

- 1300800J Pre IB Music (Orchestra 1 for SOPA Students)
- 1301390H SOPA Keyboard (Keyboard 4 Honors)

10th Grade

- 1300810J Pre-IB Music 2 (Orchestra 2 for SOPA Students)
- 130310H SOPA Music Theory (Music Theory 2 Honors)

11th Grade

- 1302400H Orchestra 5 Honors (1300818 IB Music 2)
- 1300330 AP Music Theory

12th Grade

- 1302410 Orchestra 6 Honors or (1300820 IB Music 3)
- 1302450 Instrumental Tech 4 Honors

Optional Classes

- Jazz Ensembles 1, 2, 3, 4
- Any other Performing Ensemble course (Band or Choir)

Theatre

Students in the program will be expected to be members of the Theatre Club and earn induction into The International Thespian Society. Students are expected to participate in the district and state conferences. Students will be expected to audition and participate in mainstage productions.

Theatre *(Acting, Musical Theatre, Technical/Design)* Course requirements to be completed over four years.

9th Grade

- 0400800J Pre-IB Theatre 1 (Theatre 1 for SOPA Students)
- 0400510 Theatrical Direction and Stage Management 2 Honors (SOPA Comprehensive Theatre 1)

10th Grade

- 0400805J Pre-IB Theatre 2 (Theatre 2 for SOPA Students)
- 0400400H Acting 4 Honors (SOPA Comprehensive Theatre 2)

11th Grade

- 0400400H Theatre 3 Honors
- 0400810K IB Theatre 1 (SOPA Comprehensive Theatre 3)

12th Grade

- 0400340H Theatre 4 Honors
- 0400820k IB Theatre 2(SL) or 3(SL) (SOPA Comprehensive Theatre 4)

SOPA Policies

Requirements for all active SOPA students

- Enrolled in a minimum of two performing arts classes each semester.
- 2.5 GPA (unweighted) for each semester and a ***B*** or better in SOPA courses.
- Regular attendance at SOPA Recitals.
- Exemplary Attendance and behavior in all SCHS classes.
- No referrals or suspensions.
- Students are highly encouraged to participate in other activities at Spruce Creek High School and within their community. HOWEVER, SOPA students will give priority to ALL rehearsals and performances of their major ensembles.

Removal Policy

A student may be removed from the program due to any of the following:

- Failure to maintain a 2.5 GPA.
- Failure to maintain a ***B*** in performing arts classes.
- No more than one (1) absence per semester from an after-school rehearsal. Absences must be documented with the major performance faculty member. Students will be required to complete additional work in case of any absence.
- Excessive absences from core classes at Spruce Creek High School. (Excessive absences are considered more than 5 per nine weeks or 10 in a semester.)
- Disciplinary issues within Spruce Creek High School result in a referral/lowering of conduct on their report card.

A parent-teacher-student conference will be held if a student is in violation of any SOPA policies at Spruce Creek High School. If improvement is not seen after the conference, the student will be sent back to their home school if not zoned for Spruce Creek or removal from the SOPA program and major performance ensemble immediately.

Volusia County policy will be followed if a student must be removed from the SOPA program. This may include but not limited to:

- Removal from the SOPA variance program. If a student is removed from the SOPA program and they are not zoned for Spruce Creek high School, the student will be sent back to their home school.
- If a student is zoned for Spruce Creek High School, the student will be removed from the Advanced Performing Arts.

SOPA Code of Conduct

All members of the School of the Performing Arts agree to follow the Volusia County School Student Code of Conduct as well as abide by the Principles of Integrity at Spruce Creek High School, their respective Performing Arts programs, and the rules and regulations outlined in the SOPA Handbook.

Band website.
www.sprucecreeksopa.com

Advancement Via Individual Determination

AVID Decades of College Dreams

AVID is not just another program…
at its heart, AVID is a philosophy.

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

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

How AVID Works

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

Who is an AVID Student?

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

What AVID Does

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

Once Selected for AVID, What are the Student Requirements?

AVID students must:

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

Honor Cords

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

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

AVID

1700390	AVID 1	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	Application and Interview

Advancement Via Individual Determination (AVID) is a rigorous elective class that provides support for students in the AVID college preparatory curriculum through curricular and tutor-facilitated study groups. This course is designed to enable students to develop **fundamental skills** and strategies in Focus notetaking, 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.

1700400	AVID 2	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Application and Interview

Advancement Via Individual Determination (AVID) is a rigorous elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop **basic** skills and strategies in Focus notetaking, 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.

1700410	AVID 3	
	Offered:	Grade 11
	Length:	Year
	Prerequisite:	Application and Interview

Advancement Via Individual Determination (AVID) is a rigorous elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills and strategies in Focus notetaking, 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.

1700420	AVID 4	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	Application and Interview

Advancement Via Individual Determination (AVID) is an elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop advanced skills and strategies in Focus notetaking, 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 completing the requirements for the Seminar course.

WORLD LANGUAGE

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

State-reading assessment scores, performance in previous language courses and a student's GPA will be considered when scheduling a World Language. Students will be required to speak in target language either individually, in groups or with the teacher.

0701320	FRENCH 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

0701330	FRENCH 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	French 1

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

0701340H	FRENCH 3 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	French 2 and Teacher Recommendation

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

0701350H	FRENCH 4 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	French 3 Honors and Teacher Recommendation

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

0701380	ADVANCED PLACEMENT FRENCH LANGUAGE	
	Offered:	Grade 11-12
	Length:	Year
	Prerequisite:	French 3 Honors or higher and Teacher Recommendation

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

0702320	GERMAN 1	
	Offered:	Grade 9, 10, 11
	Length:	Year

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

0702330	GERMAN 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	German 1

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

0702340H	GERMAN 3 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	German 2 and Teacher Recommendation

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

0702350H	GERMAN 4 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	German 3 Honors and Teacher Recommendation

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

0708340	SPANISH 1	
	Offered:	Grade 10, 11, 12
	Length:	Year

The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. The content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will be included, as well as the fundamentals of grammar and culture. **Freshmen are unable to take Spanish I, unless M/J Spanish is taken in 8th grade.**

0708350	SPANISH 2	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Spanish 1

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

0708360H	SPANISH 3 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Spanish 2 and Teacher Recommendation

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

0708370H	SPANISH 4 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Spanish 3 Honors and Teacher Recommendation

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

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

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

PHYSICAL EDUCATION

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

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

1501300B	PERSONAL FITNESS	
	Offered:	Grade 9
	Length:	Semester
	Prerequisite:	Graduation Requirement

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

1503350	TEAM SPORTS 1	
	Offered:	Grade 9
	Length:	Semester

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, track, and field. Special Note: Activities selected in Team Sports 1 may not be repeated in Team Sports 2.

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

1501340	WEIGHT TRAINING 1 (Beginning Weight Training)	
	Offered:	Grade 10, 11, 12
	Length:	Semester

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 should be emphasized in all weight training courses.

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

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

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

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

1501410	POWER WEIGHT TRAINING 1 (Beginning Power Weight Training)	
	Offered:	Grade 10, 11, 12
	Length:	Semester

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 assessments of basic Olympic and power weight training skills, assessment of health-related fitness, consumer issues related to weight training and fitness activities.

1501310	FITNESS LIFESTYLE DESIGN (Intermediate Power Weight Training)	
	Offered:	Grade 11, 12
	Length:	Semester

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

1501390	COMPREHENSIVE FITNESS (Advanced Power Weight Training)	
	Offered:	Grade 11, 12
	Length:	Semester
	Prerequisite:	Personal Fitness

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

1505500	VOLLEYBALL 1 (Beginning Volleyball)	
	Offered:	Grade 9, 10, 11, 12
	Length:	Semester

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

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

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

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

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

1503420	Aerobics 3 (Advanced Power Volleyball)
	Offered: Grade 11, 12 Length: Semester Prerequisite: None

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

1502410	INDIVIDUAL AND DUAL SPORTS 1
	Offered: Grade 9, 10, 11, 12 Length: Semester

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.

1502420	INDIVIDUAL AND DUAL SPORTS 2
	Offered: Grade 9, 10, 11, 12 Length: Semester

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.

1503310	BASKETBALL 1 (Beginning Basketball)
	Offered: Grade 9, 10, 11, 12 Length: Semester

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

1503315	BASKETBALL 2 (Intermediate Basketball)
	Offered: Grade 9, 10, 11, 12 Length: Semester Prerequisite: Basketball 1

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

1502490	CARE & PREVENTION OF ATHLETIC INJURIES
	Offered: Grade 9, 10, 11, 12 Length: Semester

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

0800320	FIRST AID AND SAFETY
	Offered: Grade 9, 10, 11, 12 Length: Semester

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

Sports Medicine is only offered during 7th period. For Sports Medicine, students will learn on–field treatments, techniques, and other medical skills for non-emergency and emergency situations. Prerequisites include completing First Aid and Safety/Care and Prevention of Athletic Injuries, Medical Skills, or teacher recommendation.

During Football Season, Sports Med students must attend two football practices a week to be considered to work JV or Varsity Games. After Football Season, working games is "as needed" for Winter and Spring Sports (Home games only – outside of tournaments). Students who consider this program need to be aware of events that may occur during breaks such as Thanksgiving, Winter, and Spring Break which would require their attendance.

1502500	SPORTS OFFICIATING
	Offered: Grade 9, 10, 11, 12 Length: Semester

Grades are given based on a program rubric and students who are not successful may be placed on probation (due to class participation, work ethic, attendance, or grades). Application and registration will occur each year for returning and new members

1502470	RECREATIONAL ACTIVITIES
	Offered: Grade 9, 10, 11, 12 Length: Semester

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

UNITED STATES ARMY
JUNIOR RESERVE OFFICERS' TRAINING CORPS

JROTC

The United States Army Junior Reserve Officers' Training Corps (JROTC) is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. The focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles and opportunities, while making them aware of their rights, responsibilities, and privileges as American citizens. Cadets at each LET (Leadership Education and Training) level are required to complete 25 hours (minimum) of school/community service hours by the end of the academic school year. **All Cadets are required to pay a JROTC laboratory (lab) fee of $45.00 to cover incidentals, which also includes a physical training uniform consisting of at-shirt and shorts.**

Enrollment Requirements

Cadet/student administration in JROTC must be consistent with the principles contained in AR 145-2. To be eligible for enrollment and continuance as a member of the JROTC unit, each Cadet/student must meet the following requirements:

Education: The Cadet/student must be enrolled in a Full-time regular course at an institution offering JROTC instruction. Home School Students desiring to participate in JROTC must meet the following parameters:

a. The Cadet/student must be enrolled in a Full-time regular course at an institution offering JROTC instruction and be transported to host school at no cost to the government. JROTC instructors are not authorized to travel to other schools to provide instruction or to transport Home School Cadets to the host school.
b. Meet the other prescribed enrollment requirements of CCR 145-2, Chapter 7, paragraph 7-2.
c. Be willing to participate in the JROTC Program for Accreditation.
d. Must receive a minimum of three hours of JROTC instruction per week.

Grade: The student must be in eighth grade or above during the school year of enrollment.

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

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

Physical Condition: The student must be able to participate in the physical education program in the school.

JROTC Uniform: All current and prospective Cadets must agree to adhere to all applicable United States Army and United States Army Cadet Command Regulations and policies. The Cadet must agree to wear the Army JROTC uniform.

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

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

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

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

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

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

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

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

CAREER & TECHNICAL EDUCATION

ACADEMIES AND COURSES

ACADEMY OF ENTREPRENEURSHIP

** APPLICATION REQUIRED **

8812110	PRINCIPLES OF ENTREPRENEURSHIP	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Industry Cert.:	Entrepreneurship and Small Business

This course provides instruction in the basic principles of entrepreneurship: the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.

8217120	PROMOTIONAL DESIGN MANAGEMENT	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Custom Promotional Layout Design
	Industry Cert.:	Adobe Visual Design Bundle

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes entrepreneur concepts, basic supervision and management activities, portfolio development activities, and workforce development skills evaluation activities. After successful completion of Promotional Design Management, the student will be able to manage small production runs of imprinted merchandise in unpredictable situations. This course builds on the first year.

8217130	CUSTOM PROMOTIONAL SALES AND DISTRIBUTION MANAGEMENT	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Promotional Design Management
	Industry Cert.:	Adobe Visual Design Bundle

This course is designed to develop mid-level management skills required in the imprinted merchandise industry. The content includes real world production schedules for single lines of merchandise, management of production equipment, customer relations, and sales of imprinted merchandise and delivery of the product. This course is designed to be done in a real production environment through placement in a school-based imprinted merchandise enterprise or industry internship placement. After successful completion of Custom Promotional Sales and Distribution the student will be able to manage a production line from customer product design through delivery of final product.

8217140	PROMOTIONAL BUSINESS MANAGEMENT AND SUPERVISION	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Custom Promotional Sales and Distribution Management
	Industry Cert.:	Adobe Visual Design Bundle

This course is designed to develop entry-level skills required in management and supervision in the imprinted merchandise industry. The content includes activities in equipment operation and maintenance, small business development, market evaluation, and economic effects on small businesses in the United States. After successful completion of Promotional Business Management and Supervision 1, students will be able to organize a small business in the imprinted merchandise industry.

ACADEMY OF INFORMATION TECHNOLOGY AND ROBOTICS (AITR)

** APPLICATION REQUIRED **

The Academy of Information Technology & Robotics (AITR) is a STEM-focused, project-based program where students collaborate in a problem-solving and critical-thinking environment. This four-year academy provides extensive hands-on experience and opportunities to earn industry certifications in ITS Python, Java, and RECC Pre-Engineering and Robotics, depending on students' chosen focus area.

PROGRAMMING TRACK

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

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

9007220U	PROCEDURAL PROGRAMMING HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Foundations of Programming
	Industry Cert.:	ITS Python

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

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

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

9007240U	JAVA PROGRAMMING ESSENTIALS HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Object-Oriented Programming Fundamentals
	Industry Cert.:	ITS Java

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

ROBOTICS TRACK

9410110H	FOUNDATIONS OF ROBOTICS HONORS
	Offered: Grade 9 Length: Year

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

9410120H	ROBOTIC DESIGN ESSENTIALS HONORS
	Offered: Grade 10 Length: Year Prerequisite: Foundations of Robotics Industry Cert.: Pre-Engineering

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

9410130H	ROBOTIC SYSTEMS HONORS
	Offered: Grade 11 Length: Year Prerequisite: Robotic Design Essentials Industry Cert.: Pre-Engineering and Robotics

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

9410140H	ROBOTIC APPLICATIONS CAPSTONE HONORS
	Offered: Grade 12 Length: Year Prerequisite: Robotic Design Essentials

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

ACADEMY OF INFORMATION TECHNOLOGY AND ROBOTICS (AITR)

Suggested Four Year Plan

Class Breakdown	9th Grade		10th Grade	11th Grade	12th Grade
AITR classes count for up to 3 electives on your schedule each year* *Students in AITR AND IB will have a modified schedule from what is shown.	**Foundations of Programming**	Second-year AITR students may choose to continue in both track options, or select one primary track to follow. (Robots or Programming)	**Procedural Programming** (ITS Python Certification)	**Object Oriented Programming**	**Java Essentials Programming** (ITS Java Certification)
	Foundations of Robotics Honors		**Robotic Design Essentials** RECF (Pre-Engineering Certification) Fundamentals and Electrical Exams	**Robotic Systems** RECF (Robotics Certification) Mechanical and Computer Science Exams	**Robotics Applications Capstone**
	AII in the World (Apps of AI)		**Financial Literacy**	**AP Comp Sci Principles OR Research 1**	**AP Comp Sci A OR Research 2**

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

DUAL ENROLLMENT:
Students may dual enroll while participating in AITR, provided their DSC schedule does not interfere with their ability to be present on the SCHS campus for AITR courses. Students should carefully consider their DSC course selections during the Dual Enrollment registration process to ensure scheduling compatibility.

FINANCIAL LITERACY:
Financial Literacy is a high school graduation requirement. Students who need this requirement as a 10th grader will have it count as an AITR course for scheduling purposes. For the standard 24-credit diploma, this course will fulfill the applicable graduation requirement but will not count as an elective credit.

ACADEMY OF FINANCE

** APPLICATION REQUIRED **

The Academy of Finance (AOF) is one of Volusia County Schools' largest and highest rated career academies. Currently, in its 21st school year, AOF boasts a 9th-12th grade roster of 300+ honors level students. AOF's 4-year program is built around educating students to be fiscally responsible. Whether they are interviewing for their first job, writing a check, budgeting for college or buying their first car, AOF students are prepared to make wise, well thought out financial life choices.

The Academy of Finance equips students with essential skills in financial literacy, accounting, banking, and business management through industry-aligned, real-world learning. Students examine how money moves in personal, corporate, and global markets while using professional tools to analyze data, manage budgets, and make informed financial decisions. With opportunities for certifications, internships, and portfolio-based projects, students graduate prepared for careers in finance, business administration, and related fields.

*Suggested 4-Year Plan

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

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

For more information regarding the Academy of Finance at Spruce Creek, please check out our website at

Academy of Finance - Spruce Creek High
www.sprucecreekhighschool.com/academics/academies/academy-of-finance

8815150G	BUSINESS COMMUNICATION AND TECHNOLOGY	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	Admission to Academy of Finance Program
	Industry Cert.:	Entrepreneurship and Small Business

This course is designed to provide an overview of current business, finance and information systems and trends and to introduce students to the foundations required for today's business environment. Emphasis is placed on developing proficiency with computer applications, so that they may be used as communication tools for enhancing personal and workplace proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, financial and tax software applications and the integration of these programs using software that meets industry standards.

8815110G	ECONOMICS AND FINANCIAL SERVICES	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Business Communication and Technology or Teacher Recommendation

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

8203310G	ACCOUNTING APPLICATIONS 1 HONORS	
	Offered:	Grade 11
	Length:	Year
	Prerequisite:	Economics and Financial Services
	Industry Cert.:	QuickBooks

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

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

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

8815120H	PERSONAL FINANCE HONORS	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	Financial Accounting

This honors course offers extensive experience in Finance. In addition to fulfilling all requirements in Personal Finance, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. Meets graduation requirement for Personal Financial Literacy and Money Management.

MEDICAL ACADEMY

** APPLICATION REQUIRED **

The Medical Academy prepares students for high-demand careers in healthcare through hands-on learning, clinical skills training, and industry-recognized certifications. Students build foundational knowledge in medical terminology, patient care, anatomy, and health science procedures while practicing real clinical competencies. Through rigorous coursework and lab experiences, students are prepared to earn certifications such as Certified Medical Administrative Assistant (CMAA) and Certified Patient Care Technician (CPCT), creating a strong pathway into hospitals, clinics, and allied health professions.

8400320	MEDICAL SKILLS & SERVICES	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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.

2000360H	ANATOMY & PHYSIOLOGY HONORS	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

8417110H	HEALTH SCIENCE FOUNDATIONS HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Health Science Anatomy & Physiology
	Industry Cert:	Certified Medical Administrative Assistant

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.

8417131	ALLIED HEALTH ASSISTING 3	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Health Science Foundations
	Industry Cert:	Certified Patient Care Technician

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.

ACADEMY OF VIDEOGRAPHY

** APPLICATION REQUIRED **

The Academy of Videography is designed for students who are interested in digital video production. It is a hands-on, project-based academy with ample opportunities for students to apply what they learn with real world tasks.

8201410H	DIGITAL VIDEO TECHNOLOGY 1 HONORS	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Industry Cert.:	Multi-Media Specialist and Adobe Video Design Bundle

This course provides students with an introduction to the digital video production process; content includes safe work practices, planning a production set, designing lighting plans, camera operation, and audio/video recording, mixing, and editing.

8201420H	DIGITAL VIDEO TECHNOLOGY 2 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Digital Video Technology 1 Honors
	Industry Cert.:	Adobe Video Design Bundle

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

8201430H	DIGITAL VIDEO TECHNOLOGY 3 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Digital Video Technology 2 Honors
	Industry Cert.:	Adobe Video Design Bundle

This course provides students with the opportunity to participate in the digital video pre-production, production, and post-production processes.

8201440H	DIGITAL VIDEO TECHNOLOGY 4 HONORS	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	Digital Video Technology 3
	Industry Cert.:	Adobe Video Design Bundle

This honors course offers extensive experience in Digital Video Technology. In addition to fulfilling all requirements of Digital Video Technology 4.

CAREER & TECHNICAL EDUCATION

PROGRAMS AND COURSES

ACCOUNTING APPLICATION

(Not associated with Academy of Finance)

8203310H	ACCOUNTING APPLICATIONS 1 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Algebra 1
	Industry Cert.:	QuickBooks

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

8203320H	ACCOUNTING APPLICATIONS 2 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Accounting Applications 1
	Industry Cert:	Bookkeeping Professional

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

8203330H	ACCOUNTING APPLICATIONS 3 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Accounting Applications 2
	Industry Cert:	Bookkeeping Professional

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

ARTIFICIAL INTELLIGENCE

9401010	ARTIFICIAL INTELLIGENCE IN THE WORLD	
	Offered:	Grade 9, 10
	Length:	Semester

This course introduces students to the principles of Artificial Intelligence (AI). The course defines "Intelligent Behavior", describes the relationship between AI and computer science, explains the history of AI and showcases applications of AI in the real world. Students will explore the role of data in AI applications and the algorithms which guide AI decision making. Students will learn about the role of perception in AI and how AI agents use information in decision making. Students will engage in hands-on activities related to use of AI in machine learning. This course also covers ethics in AI applications.

9401020	APPLICATIONS OF ARTIFICIAL INTELLIGENCE	
	Offered:	Grade 9, 10
	Length:	Semester

The purpose of this course is to assist students in deepening understanding for application of AI and to explore methods and tools utilized to build AI models. The content includes but is not limited to foundational knowledge and skills related to methods and software used to develop AI applications using data sets. Instruction and learning activities are provided in a laboratory setting using hands-on experience with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

CULINARY ARTS

8500390	PRINCIPLES OF FOOD PREPARATION	
	Offered:	Grade 9, 10, 11, 12
	Length:	Semester

The content includes but is not limited to preparing students to understand the principles of food, selection and storage, basic food preparation, and selection of food services.

8500355	NUTRITION AND WELLNESS	
	Offered:	Grade 9, 10, 11, 12
	Length:	Semester

The content includes but is not limited to selection, preparation, service and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness.

8800510	CULINARY ARTS 1 / PROSTART	
	Offered:	Grade 9, 10, 11
	Length:	Year
	Industry Cert:	ServSafe Certified Food Protection Manager and NRFSP Certified Food Safety Manager

This course covers the history of the food service industry and available careers. Safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs is also covered.

8800520	CULINARY ARTS 2 / PROSTART	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Culinary Arts 1/Prostart
	Industry Cert:	ServSafe Certified Food Protection Manager and NRFSP Certified Food Safety Manager

In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

8800530	CULINARY ARTS 3 / PROSTART	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Culinary Arts 2/Prostart
	Industry Cert:	ServSafe Certified Food Protection Manager and NRFSP Certified Food Safety Manager

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry. Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida. Must have successfully completed Culinary Arts 2 plus teacher recommendation.

8800540	CULINARY ARTS 4 / PROSTART	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Culinary Arts 3/Prostart
	Industry Cert:	ServSafe Certified Food Protection Manager and NRFSP Certified Food Safety Manager

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 comprises a one credit course focused on Culinary and Hospitality Management. This is a culminating course to develop advanced culinary techniques and skills. Students will learn to use modern technology and culinary trends. Must have successfully completed Culinary Arts 3 plus teacher recommendation.

JOURNALISM AND MULTIMEDIA

8203000	FOUNDATIONS OF JOURNALISM	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Industry Cert.:	Adobe Visual Design Bundle

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

8771110	MEDIA PRODUCTION	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Foundations of Journalism
	Industry Cert.:	Adobe Visual Design Bundle

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

8209510	DIGITAL DESIGN 1 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Media Production
	Industry Cert.:	Adobe Visual Design Bundle

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

8203001	PHOTOJOURNALISM	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Digital Design 1
	Industry Cert.:	Adobe Visual Design Bundle

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

WORKBASED LEARNING

(On The Job Training)

8300420	COOPERATIVE DIVERSIFIED EDUCATION -OJT	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Application and Qualified Employment

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

EXCEPTIONAL STUDENT EDUCATION

EXCEPTIONAL STUDENT EDUCATION

STANDARD DIPLOMA EBD

7963070	UNIQUE SKILLS: SOCIAL AND EMOTIONAL 9-12
	Offered: Grade 9, 10, 11, 12 Length: Year

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

7963140	SELF-DETERMINATION
	Offered: Grade 9, 10, 11, 12 Length: Year

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

ACCESS COURSES

Access Courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

7910120	ACCESS ENGLISH 1
	Offered: Grade 9, 10, 11, 12 Length: Year

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

7910125	ACCESS ENGLISH 2
	Offered: Grade 9, 10, 11, 12 Length: Year

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

7910130	ACCESS ENGLISH 3
	Offered: Grade 9, 10, 11, 12 Length: Year

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

7910135	ACCESS ENGLISH 4	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

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

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

7920015	ACCESS BIOLOGY	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

7920020	ACCESS EARTH/SPACE SCIENCE	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

7921022	ACCESS ECONOMICS	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

7921023	ACCESS PERSONAL FINANCE AND MONEY MANAGEMENT	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

Personal Finance and Money Management, instructional time will emphasize seven areas: exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; 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; 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; 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; and 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.

7921015	ACCESS UNITED STATES GOVERNMENT	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

7915015	ACCESS HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (H.O.P.E.)	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

7912075	ACCESS ALGEBRA 1	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year

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.

7912065	ACCESS GEOMETRY	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year

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.

7921025	ACCESS US HISTORY	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year

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.

7921027	ACCESS WORLD HISTORY	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year

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

ACCESS UNIQUE COURSES

7963160(O)	UNIQUE SKILLS: INDEPENDENT FUNCTIONING 9-12	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year

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).

7963070(O)	UNIQUE SKILLS: SOCIAL AND EMOTIONAL 9-12	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies

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.

7963150(O)	UNIQUE SKILLS: COMMUNICATION 9-12	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies

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).

VOCATIONAL COURSES ELECTIVES
(Standard and Access Courses)

7980110	CAREER PREPARATION: 9-12	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

7980120	CAREER EXPERIENCES: 9-12	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

7980150	SUPPORTED COMPETITIVE EMPLOYMENT	
	Offered:	Grade 12+
	Length:	Varies

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 everyone 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 sixty calendar days. The content of the course is expected to be provided as part of employment activities, not as pre-employment. The content should include, but not be limited to, the following: positive work attitudes and habits, appropriate hygiene and grooming skills, related safety procedures, appropriate decision-making skills, specific job-related skills, and self-reliance and initiative. This entire course may not be mastered in one year.

CONTENT SPECIFIC STANDARD DIPLOMA COURSES

Students placed by IEP only.

7963080	LEARNING STRATEGIES: 9-12	
	Offered:	Grade 9, 10, 11, 12
	Length:	Varies

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.

7921330	CAREER EDUCATION: 9-12	
	Offered:	Grade 9, 10, 11, 12
	Length:	Semester

The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired postschool outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, postschool adult living, and, if needed, daily living skills and functional vocational evaluation.

7963010	PREPARATION FOR ADULT LIVING (FAPE)	
	Offered:	Grade 12+
	Length:	Varies
	Prerequisite:	Graduate

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

*Standard Diploma students will be offered the continuum of services based upon student needs that will be determined at their annual IEP meetings.

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INTERNATIONAL BACCALAUREATE PROGRAM

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

The IB Diploma Programme Curriculum

The curriculum is modeled by a circle with six academic areas surrounding the three core requirements.

Over the course of the programme, students:

- Study six subjects chosen from the six subject groups.
- Complete an extended essay.
- Follow a Theory of Knowledge course (TOK)
- Participate in Creativity, Activity, Service (CAS)

Normally:

- Three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- The remaining three subjects are studied at standard level (courses representing 150 teaching hours)

IB STUDENT PLANNING SHEET & GRADUATION REQUIREMENTS

IB Students must earn 26 credits to include: 4 English, 4 History, 4 Math, 3 Science, 3 Foreign Language (must be at level 5 to test for IB), one sixth area, and eight electives.

	9th Grade	10th Grade	11th Grade	12th Grade
Group 1	Pre-IB English 1	AP English Language and Composition	AP English Literature and Composition (IB English 3)	IB: English 4 (HL)
Group 2	World Language 1 or 2	World Language 2 or 4	World Language 4 or 5	World Language 5 or Elective
Group 3	AP Human Geography	AP European History or Pre-IB Economics/ AP Macro Economics	IB History of the Americas and TOK 1	IB: Contemporary History (HL)
Group 4	Pre-IB Biology	Pre-IB Chemistry	IB Science or Science SL	Science (SL/HL) or Elective
Group 5	Pre-IB Math	Math	Math	Math/Elective
Group 6	Elective	Pre-IB Economics/ AP Macro Economics or Elective	6th Area SL	6th Area (SL/HL) Elective
	Elective	Elective	Elective	TOK 2 and History of the Americas

IB Diploma Candidates **must** test in each of the six areas to graduate: Group 1-English, Group 2-World Language, Group 3-Social Science, Group 4-Experimental Science, Group 5-Math, and a Group 6-6th area of their choice which may include art, dance, psychology, economics, music, theatre, film or a second science or world language. To earn an IB Diploma the student must earn 24 points from six areas with at least 12 points in three higher level (HL) examinations.

INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate (IB) Program is unique in that it provides an interdisciplinary liberal arts education leading to a diploma which is recognized throughout the world. Students pursue a prescribed curriculum, and teachers provide interdisciplinary instruction and assessments whereby students study common topics, processes, and materials across subject areas. The curriculum follows the objectives, topics and materials recommended by the International Baccalaureate Curriculum Board in Cardiff, Wales. The purpose of the program is for students to have the opportunity for advanced study and to earn an IB diploma. The International Baccalaureate aims to develop inquiring, knowledgeable and carrying young people who help to create a better and more peaceful world through intercultural understand and respect.

The IB Program is designed for academically able and highly motivated students. Selection for the IB Program takes place in February of the student's eighth grade year and is based on teacher recommendation, standardized test scores, prior achievement in school and a writing sample. Students who enroll in the IB Program are regular members of the student body and are active participants in extracurricular activities and athletics.

LANGUAGE ARTS
(Language A – Group 1)

1001800J	PRE-IB: ENGLISH 1	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	IB Acceptance

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. Multiple novels will be studied across the course of the year from the IB prescribed list of authors and/or the IB list of prescribed literature in translation.

1001420	ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Pre-IB: English I

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

1001430	ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (English 3-IB)	
	Offered:	Grade 11
	Length:	Year
	Prerequisite:	AP English Language and Composition

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

1001830K	IB: ENGLISH 4 (HL)	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	AP English Literature and Composition (English 3-IB)

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/. Multiple novels will be studied across the course of the year from the IB prescribed list of authors and/or the IB list of prescribed literature in translation. **Students are required to take the IB Exam. Students who do not take the IB exam will incur International Baccalaureate Assessment fees.**

WORLD LANGUAGES
(Language B – Group 2)

0701800J	PRE-IB: FRENCH 1	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	IB Acceptance

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The students will receive an intensive introduction to the four language skills: Speaking, listening, reading, and writing as well as an introduction to the target cultures.

0701810J	PRE-IB: FRENCH 2	
	Offered:	Grade 9, 10
	Length:	Year
	Prerequisite:	Pre-IB French 1

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The course is designed to reinforce the basic skills already acquired. The content will include an expansion of the listening and oral skills. The students will read short passages and write simple compositions.

0701830K	IB: FRENCH 4	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Pre-IB French 2

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The course is designed to enable students to speak, to comprehend, to read, to analyze authentic literature; as well as to write compositions demonstrating an advanced level of vocabulary and structure.

0701840K	IB: FRENCH 5 (SL)	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	IB: French 4 IB

The purpose of this course is to prepare students to take the IB examination. This course is designed to expand and fine-tune the students' comprehension and language production to near-native fluency. Full-length literary works will be read and analyzed in the target language. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

0702800J	PRE-IB: GERMAN 1	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	IB Acceptance

The purpose of this course is to introduce students to German and German culture and to develop communication skills and cross-cultural understanding. The content should include, but not be limited to, the following: beginning skills in listening and speaking with special attention to pronunciation – introduction to reading and writing skills – fundamentals of grammar– fundamentals of culture.

0702810J	PRE-IB: GERMAN 2	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Pre-IB: German 1

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, the following: expansion of vocabulary and conversational skills through discussions based on readings – strengthening of grammar skills through analysis of reading selections – acquisition of vocabulary relevant to everyday life of German-speaking people.

0702830K	IB: GERMAN 4	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Pre-IB: German 2

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, the following: developing oral fluency in the language, commenting on text meaning and content orally and in writing, and developing aural comprehension of a high standard.

0702840K	IB: GERMAN 5 (SL)	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	IB: German 4

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, the following: developing oral fluency in the language, commenting on text meaning and content orally and in writing, and developing aural comprehension of a high standard. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

0708800J	PRE-IB: SPANISH 1	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	IB Acceptance

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The students will receive an intensive introduction to the four language skills: speaking, listening, reading, and writing.

0708810J	PRE-IB: SPANISH 2	
	Offered:	Grade 9, 10
	Length:	Year
	Prerequisite:	Pre-IB: Spanish 1

The purpose of this course is to provide students with an accelerated preparatory course to meet the requirements of the IB program. The course is designed to reinforce the basic skills already acquired in pre-IB Spanish 1. The content will include an expansion of receptive and productive language skills. The students will read texts and stories and write simple compositions in the target language. Recommended for students who have completed pre-IB Spanish 1.

0708830K	IB: SPANISH 4	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Pre-IB: Spanish 2

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The course is designed to enable students to speak and comprehend on a near native level, to read and analyze authentic literature and to write compositions demonstrating an advanced level of vocabulary and structure.

0708840K	IB: SPANISH 5 (SL)	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	IB: Spanish 4

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The course is designed to expand and to refine the students' comprehension and language production to near-native fluency. Cross-cultural comparisons will be an important part of the class through the reading of authentic literature and listening to authentic audios. **Students are required to take the IB exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

0708840K	IB: SPANISH 6 (HL)	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	IB: Spanish 5

The purpose of this course is to provide students with a preparatory course to meet the requirements of the IB Program. The course is designed to expand and to refine the students' comprehension and language production to near-native fluency. Full length literary works will be read and analyzed in the target language. **Students are required to take the IB exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

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

SOCIAL STUDIES
(Individuals and Societies – Group 3)

2103400	ADVANCED PLACEMENT HUMAN GEOGRAPHY
	Offered: Grade 9 Length: Year

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

2109380	ADVANCED PLACEMENT EUROPEAN HISTORY
	Offered: Grade 10 Length: Year

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

2102370	ADVANCED PLACEMENT MACRO-ECONOMICS
	Offered: Grade 10 Length: Semester

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, 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 corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

2102320H	ECONOMICS HONORS
	Offered: Grade 10 Length: Semester Type of Credit: Required for Standard Diploma Graduation

This course will provide students with knowledge of the fundamentals of both macro and micro-economics to promote economics. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the roll and influence of the government and fiscal policies, economic measurements, tools, methodology, financial and investment markets, and the business cycle. Honors courses offer scaffolded learning opportunities for students to develop 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 notetaking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

21008003K	IB: HISTORY OF THE AMERICAS 3 (Semester 1)
	Offered: Grade 11 Length: Semester (Pairs with TOK 1)

This course will provide an opportunity to acquire a comprehensive understanding of the major themes that give meaning to the historical development of the nations of the Western Hemisphere by achieving an understanding of the historical method, the process of inquiry, historical reasoning and interpretation, and change. The content will include, but not be limited to, an understanding of the geo-historic development in time-space, that the North and South American land mass had on national cultural development, an analysis of the significant turning points and trends in the development of hemispheric culture and institutions, a comparison and evaluation of the development of Anglo-American and Latin American ideals and characteristics, comparisons of technology changes and population shifts in Anglo-America and Latin America, and an evaluation of those significant domestic and foreign issues facing the nations in the Western Hemisphere.

21008004K	IB: HISTORY OF THE AMERICAS 4 (Semester 2)
	Offered: Grade 12 Length: Semester (Pairs with TOK 2)

This course will provide an opportunity to acquire a comprehensive understanding of the major themes that give meaning to the historical development of the nations of the Western Hemisphere by achieving an understanding of the historical method, the process of inquiry, historical reasoning and interpretation, and change. The content will include, but not be limited to, an understanding of the geo-historic development in time-space, that the North and South American land mass had on national cultural development, an analysis of the significant turning points and trends in the development of hemispheric culture and institutions, a comparison and evaluation of the development of Anglo-American and Latin American ideals and characteristics, comparisons of technology changes and population shifts in Anglo-America and Latin America, and an evaluation of those significant domestic and foreign issues facing the nations in the Western Hemisphere.

2109805K	IB: CONTEMPORARY HISTORY 2
	Offered: Grade 12 Length: Year Prerequisite: IB: History of The Americas

This course provides an understanding of the development of the contemporary world through an investigation of the remarkable events and trends which have occurred during the recent past. The students will engage in in-depth analysis of historical events of the mid to late twentieth century from a global perspective to increase understanding of events occurring in their lifetime. Content will include historical antecedents of contemporary political, social, economic, and religious problems; competing goals of the world's political and economic systems; the influence of major historical and contemporary figures; and the projection of current trends into the near future. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

THEORY OF KNOWLEDGE (TOK)

0900800K	IB: THEORY OF KNOWLEDGE 1 (Semester 2)
	Offered: Grade 11 Length: Semester

The purpose of this course is to make explicit through analysis, comparison, and interdisciplinary integration, the concepts of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, history, and in moral, political, and aesthetic judgments. Students will be taught to identify sources of knowledge and evaluate knowledge claims, distinguish between knowledge by acquaintance and knowledge by description, evaluate language as a means of conveying knowledge, construct knowledge claims, analyze formal systems of knowledge, examine the relation of knowledge to value judgments, and distinguish degrees of certainty. **Students are required to complete the TOK Exhibition. Students who do not complete the exhibition for this course, will be exited from the program.**

0900810K	IB: THEORY OF KNOWLEDGE 2 (Semester 1)
	Offered: Grade 12 Length: Semester

The purpose of this course is to make explicit through analysis, comparison, and interdisciplinary integration, the concepts of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, history, and in moral, political, and aesthetic judgments. Students will be taught to identify sources of knowledge and evaluate knowledge claims, distinguish between knowledge by acquaintance and knowledge by description, evaluate language as a means of conveying knowledge, construct knowledge claims, analyze formal systems of knowledge, examine the relation of knowledge to value judgments, and distinguish degrees of certainty. **Students are required to complete the TOK essay. Students who do not complete the essay for this course, will be exited from the program.**

SCIENCE
(Experimental Sciences – Group 4)

2000800J	PRE-IB: BIOLOGY 1
	Offered: Grade 9 Length: Year Prerequisite: IB Acceptance

Pre-IB Biology 1 course introduces students to how scientists work and communicate with each other. There is an emphasis on a practical approach through experimental work, which mirrors the work of real scientists by encouraging collaboration between schools across the regions. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The Nature of Science is integrated throughout the course through three content clusters: 1. Organisms, Populations and Ecosystems, 2. Classification, Heredity and Evolution, 3. Molecular and Cellular Biology. **All students are required to pass Biology 1. The Biology EOC will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

2000810K	IB: BIOLOGY 2 (SL)
	Offered: Grade 11, 12 Length: Year Prerequisite: Pre-IB: Biology 1, 3+ on Biology EOC

This rigorous course provides a study of the facts, principles and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. Focus on enriched laboratory activities is integral to this course. Contemporary issues such as feeding the world's population, genetic engineering, population dynamics, etc., are included for critical current and future decision-making. Some preserved animal studies may be a part of this course. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur IB Assessment fees.**

2000820K	IB: BIOLOGY 3 (HL)
	Offered: Grade 12 Length: Year Prerequisite: IB: Biology 2

This course provides students with a rigorous study of the facts, principles, and processes of biology. Collection and interpretation of data is included. Content includes biological ethics, philosophy and political issues is included for critical current and future decision-making. Some preserved animal studies may be a part of this course. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur IB Assessment fees.**

2001375K	IB ENVIRONMENTAL SYSTEMS & SOCIETIES 2 (SL)
	Offered: Grade 11-12 Length: Year

This is a rigorous class designed to provide students with an understanding of the environment and human interactions with it. Environmental Systems is a true interdisciplinary class, and students will be expected to demonstrate proficiency in Biology, Chemistry, Physics, Statistics, and geography among other disciplines. Through a systems-centered approach, students will investigate environmental issues using scientific inquiry in labs and projects, read scientific novels, and participate in college-level lectures. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur IB Assessment fees.**

2001376	IB ENVIRONMENTAL SYSTEMS & SOCIETIES 3 (HL)
	Offered: Grade 12 Length: Year Prerequisite: IB Environmental Systems & Societies 2

At the heart of the HL ESS course is the intention to provide students with the learning needed to understand and make decisions regarding the pressing environmental issues we face. A conceptual and interdisciplinary approach is essential to problem-solving in HL ESS as this allows for truly holistic thinking. about environmental and societal challenges faced in the 21st century. The HL course requires students to gain knowledge and understanding of the subject underpinned by an exploration of ethical, legal, and economic issues relating to the environment (HL lenses), and provides a solid foundation for further study at university level. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2003800J	PRE-IB: CHEMISTRY 1
	Offered: Grade 10 Length: Year Prerequisite: Pre-IB Biology

The course provides a rigorous study of the composition, properties and changes associated with matter. Content includes heat, changes of matter, atomic structure, bonding, formulas and equations, mole concepts, gas laws, energy and order, reaction rates and equilibrium, solutions, and electrochemistry. Challenging laboratory investigations and safety are integral to this course.

2003370K	ADVANCED PLACEMENT CHEMISTRY
	Offered: Grade 11 Length: Year Prerequisite: Pre-IB: Biology & Chemistry 1

This college level course provides the opportunity for students to continue their investigation of Chemistry in a fast-paced and rigorous learning atmosphere. Course content includes atomic structure and properties, compound structure and properties, intermolecular and interparticle forces, chemical reactions, kinetics, thermochemistry, equilibrium, acids and bases, thermodynamics and electrochemistry. Students will conduct challenging laboratory investigations which manipulate qualitative and quantitative data to develop hands-on laboratory and error analysis skills which are integral to the course. **Students will take AP Chemistry test. Students who do not take the AP Exam will incur College Board Assessment fees.**

2003810K	IB: CHEMISTRY 2 (SL)
	Offered: Grade 12 Length: Year Prerequisite: AP Chemistry

This course provides a rigorous study of the composition, properties and changes associated with matter. Content includes chemical behavior, inorganic and organic chemistry, atomic and kinetic theories, chemical calculations, and effective use of chemical apparatus. Safety and challenging chemical laboratory investigations which manipulate qualitative and quantitative data are integral to the course. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2003820K	IB: CHEMISTRY 3 (HL)
	Offered: Grade 12 Length: Year Prerequisite: IB: Chemistry 1

This course provides a rigorous study of practical work, atomic theory, structure, and bonding, energetic, states of matter, kinetics, equilibrium, periodicity, and carbon chemistry. Safety and highly challenging laboratories are integral to the course. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2003845K	IB PHYSICS (SL only)
	Offered: Grade 11, 12 Length: Year Prerequisite: Pre-IB: Biology & Chemistry 1 AP Physics or Teacher Recommendation at 11th grade

The purpose of this course is to provide an algebra-based overview of physics according to the IB syllabus guide. Content should include, but not be limited to, mechanics, thermodynamics, waves, electricity and magnetism, modern physics, and relativity. Laboratory investigations involve application of the scientific method, quantitative relationships, proper use of laboratory apparatus, and safety precautions. Students will be required to take the IB Physics Standard Level Exam upon completion of the course. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

MATHEMATICS
(Group 5)

1206320J	PRE-IB: GEOMETRY HONORS	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	Algebra 1

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

1200340K	PRE-IB: ALGEBRA 2 HONORS	
	Offered:	Grade 9, 10
	Length:	Year
	Prerequisite:	Geometry Honors

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

STUDENTS WILL SELECT EITHER ANALYSIS AND APPROACHES OR APPLICATIONS & INTERPRETATIONS.

1202305	IB: MATHEMATICS: AP PRE-CALCULUS	
	Offered:	Grade 10, 11
	Length:	Year
	Prerequisite:	Pre-IB Algebra 2
	Type of Credit:	IB Math

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. **Students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

1201330K	IB: MATHEMATICS: ANALYSIS & APPROACHES 2 (SL)	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Pre-Calculus
	Type of Credit:	IB Math

This course serves as year two of two preparations for the Analysis and Approaches SL Test. This course develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results and reflect on findings. Learners can apply these skills across a wide range of subjects, and these skills equip them well for progression to higher education or directly into employment. **Students will take the IB Standard Level examination. Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate fees.**

1201335K	IB: MATHEMATICS: ANALYSIS & APPROACHES 3 (HL)	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	Analysis & Approaches 2 (SL)
	Type of Credit:	IB Math

This course serves as preparation for the Analysis and Approaches HL Test. The purpose of this course is to extend knowledge of algebraic, trigonometric, vectors, complex numbers, probability, statistics, and calculus. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended. This course will include internally assessed and externally moderate exploration portfolio requirements as well as periodic comprehensive reviews in preparation for the International Baccalaureate Examination. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate fees.**

1209300K	IB: MATHEMATICS: APPLICATIONS & INTERPRETATIONS 1	
	Offered:	Grade 10, 11
	Length:	Year
	Prerequisite:	Pre-IB Algebra 2
	Type of Credit:	IB Math

This course serves as year one of two preparations for the Applications and Interpretations SL Test. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example. The purpose of this course is to introduce students to the basic concepts and techniques associated with algebra, trigonometry, area, and volume, coordinate geometry including Voronoi diagrams, mathematical modeling, and probability. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended. This course will include periodic comprehensive reviews in preparation for the International Baccalaureate Examination.

1209305K	IB: MATHEMATICS: APPLICATIONS & INTERPRETATIONS 2	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Applications & Interpretations 1
	Type of Credit:	IB Math

This course serves as year two of two preparations for the Applications and Interpretations SL Test. The purpose of this course is to introduce students to the basic concepts and techniques associated with descriptive statistics, binomial and normal distributions, linear correlation, validity testing, differential calculus, and integration. It is expected that extensive use will be made of graphing calculators in both the development and the application of these topics. Access to computers is recommended. This course will include internally assessed and externally moderate exploration portfolio requirements as well as periodic comprehensive reviews in preparation for the International Baccalaureate Examination. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate fees.**

ADDITIONAL SIXTH AREA CHOICES
(Group 6)

0114800J	PRE-IB: ART 1	
	Offered:	Grade 9, 10
	Length:	Year

This course is designed to produce personal visual statements and develop an understanding of the complex language of visual symbols which form a part of every culture. Students will identify and demonstrate through studio experience, the visual elements and compositional principles, apply knowledge of a variety of media, tools, and techniques, identify and analyze major works of art, styles, periods, and cultures, develop an understanding of the aesthetic merit of art works through the study, analysis, and discussion of aesthetics, describe, analyze interpret, and judge works of art, and initiate the development of a portfolio consistent with the aims of the International Baccalaureate program. Research is required throughout preliminary planning, ideation, and media experimentation of visual elements.

0114810J	PRE-IB: ART 2	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Pre-IB: Art 1

Concepts and style will be further developed and refined. Students will identify and demonstrate through studio experience, the visual elements and compositional principles, apply knowledge of a variety of media, tools, and techniques, identify and analyze major works of art, styles, periods, and cultures, develop an understanding of the aesthetic merit of art works through the study, analysis, and discussion of aesthetics, describe, analyze interpret, and judge works of art, and initiate the development of a portfolio consistent with the aims of the International Baccalaureate program. Research is required throughout preliminary planning, ideation, and media experimentation of visual elements.

0114815K	IB: VISUAL ARTS 1	
	Offered:	Grade 11, 12
	Length:	Year

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. As students reach their 11th and 12th grade in IB Art or Photography they are working towards presenting a portfolio of work that will be examined, along with research that explains why certain ideas, projects, media, techniques, etc. were pursued. Research is required throughout preliminary planning, ideation, and media experimentation of visual elements. Students should have had a previous art class(es) in this IB Art area of study before going into this higher -level class.

0114825K	IB: VISUAL ARTS 2 (SL)	
	Offered:	Grade 11
	Length:	Year
	Prerequisite:	IB Art (A & B)

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. As students reach their 11th grade year in IB Art or Photography they are working towards presenting a portfolio of work that will be examined, along with research that explains why certain ideas, projects, media, techniques, etc. were pursued. Research is required throughout preliminary planning, ideation, and media experimentation of visual elements. Students should have had a previous art class(es) in this IB Art area of study before going into this higher- level class. **Students will take SL IB Assessment. Students who do not take the SL IB Exam will incur International Baccalaureate Assessment fees.**

0114835K	IB: VISUAL ARTS 3 (HL)	
	Offered:	Grade 12
	Length:	Year

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. As students reach their 12th grade year in IB Art or Photography they are working towards presenting a portfolio of work that will be examined, along with research that explains why certain ideas, projects, media, techniques, etc. were pursued. Research is required throughout preliminary planning, ideation, and media experimentation of visual elements. Students should have had a previous art class(es) in this IB Art area of study before going into this higher-level class. **Supplies $75.00. Students will take HL IB Assessment. Students who do not take the HL IB Exam will incur International Baccalaureate Assessment fees.**

0400800J	PRE-IB: THEATRE 1	
	Offered:	Grade 9
	Length:	Year

This course is designed to give an overview of theatre arts. Students are introduced to the fundamentals of stage tech, including make-up, costuming, set construction and lighting. Students perform improvisation, monologues, readings, and acting scenes. The content includes an introduction to the process of directing, basic vocal techniques, movement, theory, production management and scrip writing. Students are primarily exposed to pieces in their native language. Students are encouraged to view at least one out –of-class production per nine weeks for critical review. Costs and/or fees are required. After school rehearsals, performances, and/or instruction are a part of this course.

0400805J	PRE-IB: THEATRE 2	
	Offered:	Grade 9, 10
	Length:	Year
	Prerequisite:	Pre-IB Theatre 1 or teacher recommendation

The purpose of this course is to provide students with an opportunity to gain experience and further their knowledge in theatre fundamentals. The content includes instruction in reading and interpreting of dramatic literature; techniques and mechanics of stagecraft, character analysis and portrayal; interpretive and analytical student of plays; theory and scriptwriting; and production of plays and other dramatic presentations. Students encounter international pieces including Japanese theater, theater of the Absurd, and satire, as well of current works. All students are required to view at least one out-of-class production per nine weeks for critical review. Costs and/or fees are required. After school rehearsals, performances, and/or instruction are a part of this course.

0400810K	IB: THEATRE 1	
	Offered:	Grade 11
	Length:	Year
	Prerequisite:	Pre-IB Theatre 1 and Pre-IB Theatre 2

The Theatre 1-IB course will focus on the historical examination of theatre to understand various cultures and art forms. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

0400820K	IB: THEATRE 2 (SL)	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	IB Theatre 1

The Theatre 2-IB course will focus on the historical examination of theatre to understand various cultures and the art form. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. **Students will take SL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

0400830K	IB: THEATRE 3 (HL)	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	IB Theatre 1 and IB Theatre 2

The purpose of this course is to provide in-depth training in theatrical skills, technical skills, and self-development in the art. Extensive research will be incorporated into this course. The Theatre 3-IB course will focus on the historical examination of theatre to understand various cultures and the art form. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. **Students will take HL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

0300650J	PRE-IB: DANCE 1	
	Offered:	Grade 9, 10, 11
	Length:	Year

The intent of this course is to introduce the students to the role of dance as practiced by diverse cultures reflecting each culture's traditions, societal values, and beliefs. This course is an introduction to IB Dance. Students will focus on three aspects of the curriculum: performance, composition & analysis, and world investigation. Students will learn and perform dance repertoire, student choreography, and create their own choreography. This is a preparatory class for IB Dance 2 & 3.

0300655K	IB: DANCE 1	
	Offered:	Grade 9, 10
	Length:	Year
	Prerequisite:	Pre-IB Dance 1 and/or Teacher Recommendation

The intent of this course is to broaden the students' perspective on the role of dance as practiced by diverse cultures reflecting each culture's traditions, societal values, and beliefs. Students will further explore the three aspects of the curriculum including: performance, composition and analysis, and world investigation. Students will continue to learn and perform dance repertoire, student choreography, & individual choreography. **Students will take District EOC. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.**

0300660K	IB: DANCE 2 (SL)	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Pre-IB Dance 1 or IB Dance 1 and/or Teacher Recommendation

The intent of this course is to broaden the students' perspective on the role of dance as practiced by diverse cultures reflecting each culture's traditions, societal values, and beliefs. Students will further explore the three aspects of the curriculum including: performance, composition and analysis, and world investigation. Students will continue to learn and perform dance repertoire, student choreography, and individual choreography. **Students will take SL IB Assessment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

0300670K	IB: DANCE 3 (HL)	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	IB Dance 2 SL and/or Teacher Recommendation

The intent of this course is to advance and increase the students' perspective on the role of dance as practiced by diverse cultures reflecting each culture's traditions, societal values, and beliefs. This phase will focus on completing the three aspects of the curriculum including: performance, composition and analysis, and world investigation. Students will stage personal choreography, perform repertoire, and submit a world investigation paper and process paper for testing. **Students will take HL IB Assessment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

1300800J	PRE-IB: MUSIC 1	
	Offered:	Grade 9, 10
	Length:	Year

This course will introduce students to the rudiments of music and its study, using the techniques of listening, performing, and composing implemented using keyboard, computer-assisted instruction, and/or other performance media. This course is intended to develop a historical perspective of music from the Plainsong Era to present day, an awareness of the multi-cultural aspect of music, social skills, and to further develop formal study of music through the conducting and directing of ensembles. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. **Students are required to audition for All-County (Band, Choir, Jazz, Orchestra) and to do a solo at Solo and Ensemble Festival. Additional fees will be incurred.**

1300810J	PRE-IB: MUSIC 2	
	Offered:	Grade 9, 10
	Length:	Year

The purpose of this course is to introduce pre-IB students to the rudiments of music and its study, using the techniques of listening, performing, and composing implemented using keyboard, computer-assisted instruction, and/or other performance media. This course will also develop a historical perspective of music from the Plainsong Era to present day, develop an awareness of the multi-cultural aspect of music, and develop social skills, and to further formal study of music through the conducting and directing of ensembles. **Students are required to audition for All-County (Band, Choir, Jazz, Orchestra) and to do a solo at Solo and Ensemble Festival. Additional fees will incur.**

1300818K	IB: MUSIC 1	
	Offered:	Grade 11
	Length:	Year

The purpose of this course is to further the IB students' knowledge of the rudiments of music and its study, using the techniques of listening, performing, and composing implemented through use of keyboard, computer-assisted instruction, and/or other performance media. This course will further develop a historical perspective of music from the Plainsong Era to present day, develop an awareness of the multicultural aspect of music, and further develop social skills and further formal study of music through the conducting and directing of ensembles. This course will also prepare the IB student for further the formal study of the science of music in higher education. **Students will take SL IB Assessment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

1300818K	IB: MUSIC 2 (SL)	
	Offered:	Grade 11
	Length:	Year

The purpose of this course is to further the IB students' knowledge of the rudiments of music and its study, using the techniques of listening, performing, and composing implemented through use of keyboard, computer-assisted instruction, and/or other performance media. This course will further develop a historical perspective of music from the Plainsong Era to present day, develop an awareness of the multicultural aspect of music, and further develop social skills and further formal study of music through the conducting and directing of ensembles. This course will also prepare the IB student for further the formal study of the science of music in higher education. **Students will take SL IB Assessment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

1300820K	IB: MUSIC 3 (HL)	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Vocal, piano and/or music experience

The purpose of this course is to further the IB students' knowledge of the rudiments of music and its study, using the techniques of listening, performing, and composing implemented through use of keyboard, computer-assisted instruction, and/or other performance media. This course will further develop a historical perspective of music from the Plainsong Era to present day, develop an awareness of the multicultural aspect of music, and further develop social skills and further formal study of music through the conducting and directing of ensembles. This course will also prepare the IB student for further the formal study of the science of music in higher education. **Students will take HL IB Assessment. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course. Students are required to take the IB Exam. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2107800K	IB: PSYCHOLOGY 1
	Offered: Grade 10, Length: Year

This course provides students with the opportunity to acquire a prerequisite of research methodology, as applied to the study of human behavior. Specific content to be covered will include human growth and development, self-concept development, adjustment, motivation and desire, intelligence, human interaction, conditioning and learning, attitudes and social influence, memory, personality, behavior, emotional frustration, abnormal behavior, conformity, autonomy, alienation, stress, and mental health.

2107810K	IB: PSYCHOLOGY 2 (SL)
	Offered: Grade 11-12 Length: Year

This course provides students with the opportunity to acquire an understanding of research methodology, as applied to the study of human behavior. Specific content to be covered will include human growth and development, self-concept development, adjustment, motivation and desire, intelligence, human interaction, conditioning and learning, attitudes and social influence, memory, personality, behavior, emotional frustration, abnormal behavior, conformity, autonomy, alienation, stress, and mental health. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2107820K	IB: PSYCHOLOGY 3 (HL)
	Offered: Grade 12 Length: Year Prerequisite: IB: Psychology 2

This course provides students with the opportunity to acquire an understanding of research methodology, as applied to the study of human behavior. Specific content to be covered will include human growth and development, self-concept development, adjustment, motivation and desire, intelligence, human interaction, conditioning and learning, attitudes and social influence, memory, personality, behavior, emotional frustration, abnormal behavior, conformity, autonomy, alienation, stress, and mental health. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2102820K	IB: ECONOMICS 2 (SL)
	Offered: Grade 11, 12 Length: Year

This course provides a comprehensive understanding of the ways in which society organizes to utilize its limited resources and of the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. **Students will take SL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

2102830K	IB: ECONOMICS 3 (HL)
	Offered: Grade 12 Length: Year Prerequisite: IB Economics 1 or 2

The purpose of this course is to prepare students to take the IB HL examination. The course provides a comprehensive understanding of the ways in which society organizes to utilize its limited resources and of the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. **Students will take HL IB Assessment. Students who do not take the IB Exam will incur International Baccalaureate Assessment fees.**

ADVANCED PLACEMENT

CAPSTONE ELECTIVES / DIPLOMA REQUIREMENTS

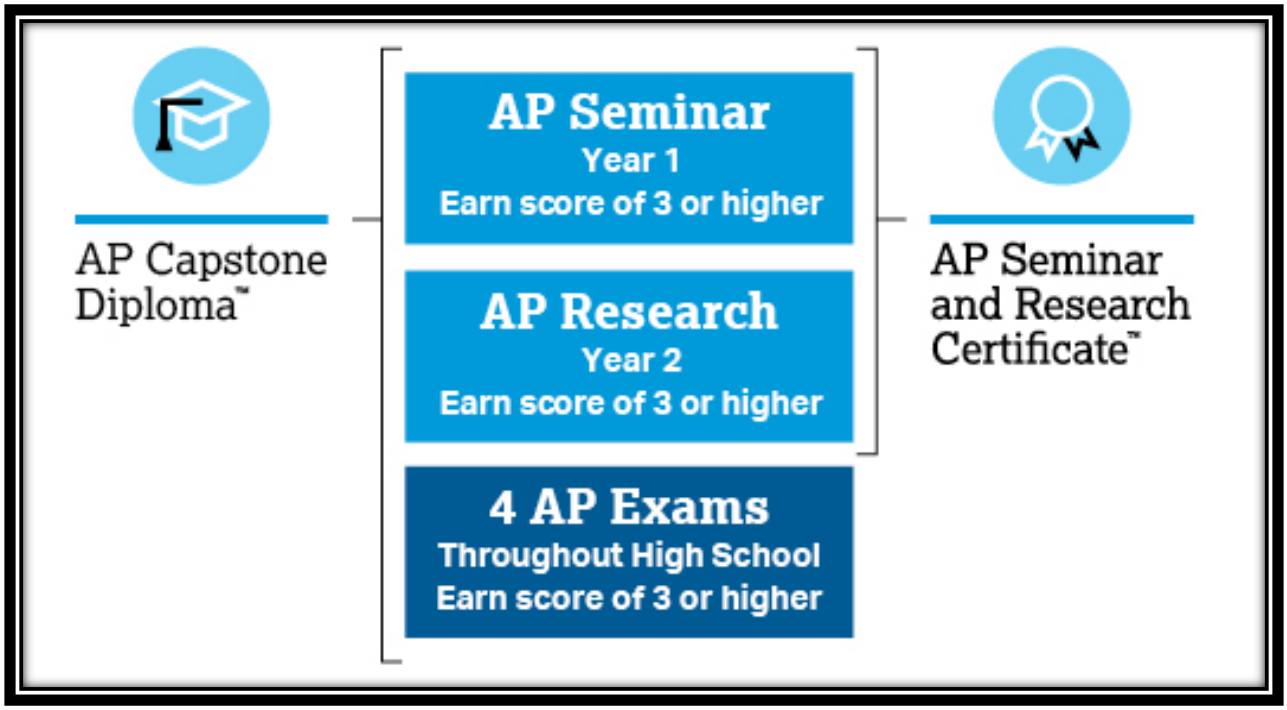
1700500	ADVANCED PLACEMENT CAPSTONE SEMINAR	
	Offered:	Grade 9, 10, 11
	Length:	Year

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

1700510	ADVANCED PLACEMENT CAPSTONE RESEARCH	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Advanced Placement Capstone Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio.

The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Meeting all requirements for the AP Diploma qualifies the student for the highest level of Bright Futures.



LANGUAGE ARTS

1001420	ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
	Offered: Grade 10, 11 Length: Year Prerequisite: English 2/3 Honors and Teacher Recommendation

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

1001430	ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
	Offered: Grade 11, 12 Length: Year Prerequisite: English 2/3 Honors and Teacher Recommendation

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

MATHEMATICS

1202305	ADVANCED PLACEMENT PRECALCULUS
	Offered: Grade 10, 11, 12 Length: Year Prerequisite: Algebra 2 and Teacher Recommendation

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. **Students are required to take the AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

1202310	ADVANCED PLACEMENT CALCULUS AB
	Offered: Grade 11, 12 Length: Year Prerequisite: Pre-Calculus and Teacher Recommendation NOTE: Students taking Pre-Calculus through dual enrollment at DSC must also take Trigonometry at DSC.

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

1210320	ADVANCED PLACEMENT STATISTICS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Algebra 2 or Algebra 2 Honors

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

SCIENCE

2001380	ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Biology 1 Honors/State Assessment (Test Score 3, 4, 5) or Teacher Input

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

2000340	ADVANCED PLACEMENT BIOLOGY	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Biology 1 Honors/Chemistry and Algebra 2/Anatomy & Physiology prior or concurrently/ State Assessment (Test Score 3, 4, 5) or Teacher Input

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

2003370	ADVANCED PLACEMENT CHEMISTRY	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Chemistry 1 Honors

This college level course is designed to enable students to view chemical phenomena through a variety of conceptual lenses, and at various levels: macroscopic, microscopic, sub-microscopic, and symbolic. Throughout the course, students learn to apply a variety of science practices, such as describing, interpreting, and analyzing models; designing experiments and analyzing data; creating representations of data and chemical systems; using mathematical routines to solve problems; and providing evidence and reasoning to justify a scientific claim. **Students will take the AP Chemistry test. Students who do not take the AP Exam will incur College Board Assessment fees.**

SOCIAL STUDIES

2100330	ADVANCED PLACEMENT U.S. HISTORY	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	U.S. History Honors/State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2102360	ADVANCED PLACEMENT MICRO-ECONOMICS	
	Offered:	Grade 11, 12
	Length:	Semester
	Prerequisite:	Honors Social Studies Course/ State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2102370	ADVANCED PLACEMENT MACRO-ECONOMICS	
	Offered:	Grade 11, 12
	Length:	Semester
	Prerequisite:	Honors Social Studies Course/State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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, 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 corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.**

2106420	ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS	
	Offered:	Grade 11, 12
	Length:	Semester
	Prerequisite:	Honors Social Studies Course/ State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2106430	ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS	
	Offered:	Grade 11, 12
	Length:	Semester
	Prerequisite:	Honors Social Studies Course/State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2103400	ADVANCED PLACEMENT HUMAN GEOGRAPHY	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Advanced U.S. History/Honors World History/ State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

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

2109380	ADVANCED PLACEMENT EUROPEAN HISTORY	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation/State Assessment test score 4 or 5

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

VISUAL ARTS

0109350	ADVANCED PLACEMENT: 2-D ART AND DESIGN	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	A passing grade in previous Art Level 2 or 3 courses and teacher recommendation required for all AP advancement. All students are required to take the AP exam upon completion of this course.
		Supply donations vary with each course.
		A digital camera is required.

In AP 2-D Art and Design, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D art and design skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented.

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

In AP 3-D Art and Design, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 3-D art and design skills through sculpture, architecture, jewelry, fashion and apparel design, bookmaking, game design, interior design, fibers, and others.

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

In AP Drawing, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented.

As with introductory college courses, students will need to work inside and outside the classroom and beyond scheduled periods. Homework, such as maintaining a sketchbook or a journal, should support the depth of learning expected of AP students. Constructive, formative critiques—essential in college classes—are equally important in AP Art and Design. By observing, discussing, and analyzing works of art and design, students learn to evaluate their own and others' work based on relationships of materials, processes, and ideas. Students' individual and collaborative evaluations of work—both in progress and completed— develops their understanding of how components of a work interact to produce an overall effect.

MUSIC

1300330	ADVANCED PLACEMENT MUSIC THEORY	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Teacher Recommendation

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

AP Music Theory is a full-year course that meets every school day. Students in this class will master the necessary skills to earn a passing score on the AP Music Theory Exam. These skills are equivalent to a college level Theory I and Ear Training course. At the conclusion of the AP Music Theory course, students will be able to:
Define basic musical terms; hear and notate pitches, rhythms, meters, intervals, scales, triads, and seventh chords; listen to and describe (written and verbally) music from the Western tonal era as well as jazz, contemporary styles, and world music; take melodic and harmonic dictation; compose a bass line for a given melody, implying appropriate harmony; Realize Roman numeral progressions and realize figured bass; sing diatonic melodies at sight in both major and minor keys; analyze and compose in four-voice texture; identify and compose using small forms and cadences; identify motive, phrase, and period structure; modulate to closely related keys.

WORLD LANGUAGE

0701380	ADVANCED PLACEMENT FRENCH LANGUAGE	
	Offered:	Grade 11-12
	Length:	Year
	Prerequisite:	French 3 Honors or higher and Teacher Recommendation

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

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

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

COMPUTER AND BUSINESS TECHNOLOGY

0200335	ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES	
	Offered:	Grade 9, 10
	Length:	Year

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internetwork, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

0200320	ADVANCED PLACEMENT COMPUTER SCIENCE A	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Computer Programming 1

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

0200390	AP CAREER KICKSTART CYBER: SECURITY	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
	Prerequisite:	Computer Programming 1

AP Cybersecurity is a broad introduction to the field that offers students the opportunity to earn college credit and an employer-endorsed credential. Developed in partnership with college faculty and industry leaders, this yearlong course aligns with the National Initiative for Cybersecurity Education Workforce Framework.

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GRADUATION REQUIREMENTS

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Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] 1003.4282, Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Biology
- Geometry
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]).
(See s. 1008.22, F.S.)

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) **
- An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science*

- One of which must be Biology, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**
- An identified computer science*** credit may substitute for up to one science credit (except for Biology)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

0.5 Credit in Personal Financial Literacy**

1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

7.5 Elective Credits

Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.
****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter
What Students and Parents Need to Know

Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

**Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Biology
- Geometry
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's State University System (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the Florida College System serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career, Adult and Technical Education
District Postsecondary Institutions

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

Graduation Requirements for Florida's Statewide Assessments

Overview

According to section (s.) 1003.4282, Florida Statutes (F.S.), students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing required courses, earning a minimum number of credits, earning a minimum grade point average, and passing certain required statewide assessments. Passing scores for the statewide assessments are determined by the State Board of Education (SBE) and defined in Rule 6A-1.09422, Florida Administrative Code (F.A.C.).

Assessment Graduation Requirements

On October 18, 2023, the SBE adopted new score scales and passing scores for the statewide, standardized assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.), which include the Florida Assessment of Student Thinking (FAST) and B.E.S.T. end-of-course (EOC) assessments. The FAST assessments and B.E.S.T. EOC assessments were administered for the first time during the 2022–23 school year, and the passing scores adopted by the SBE are effective beginning with the second administration (PM2) of FAST during the 2023–24 school year and the Winter 2023 B.E.S.T. EOC administration. On July 16, 2025, the SBE adopted concordant and comparative scores aligned to the passing requirements for the B.E.S.T. Standards assessments. The passing standard for a student is determined based on when they took or will take the required assessment, as outlined in the sections and tables below. Students who took these tests for the first time and passed prior to the rule becoming effective have met the assessment graduation requirement.

Grade 10 FAST English Language Arts (ELA) Assessment

The ELA assessment students must pass to graduate with a standard high school diploma is determined by the student's year of enrollment in grade 9. The FAST Grade 10 ELA Reading Assessment is the required assessment for graduation purposes for students who entered grade 9 in 2021–22 and after. The FAST assessments, aligned to the B.E.S.T. Standards, were administered for the first time during the 2022–23 school year. Students must earn a passing Grade 10 FAST ELA Reading score in the third progress monitoring window (PM3) to meet this graduation requirement (see Table 1). In accordance with s. 1008.22, F.S., all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment regardless of whether they have a passing concordant score on file.

For more information on the Grade 10 FAST ELA Reading Assessment, please see the FAST Assessments webpage.

B.E.S.T. Algebra 1 EOC Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who complete an applicable course in the 2022–23 school year and beyond are required to pass the B.E.S.T. Algebra 1 EOC Assessment (see Table 1). In accordance with s. 1008.22, F.S., students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing comparative score on file.

For more information on the B.E.S.T. Algebra 1 EOC Assessment, please see the End-of-Course Assessments webpage.

Table 1 on the following page lists passing scores required for graduation for the grade 10 ELA and Algebra 1 assessments.

Table 1: Graduation Assessment Requirements and Passing Score by School Year

Grade 10 ELA				
School Year When Students Entered Grade 9	**Assessment**	**Passing Score**	**Score Scale**	**Score Scale Range**
2022–23 and beyond	FAST ELA Reading	247	B.E.S.T.	179-308
2021–22[2]	FAST ELA Reading	246[1]	B.E.S.T.	179-308
Algebra 1				
First Participation in Algebra 1 EOC	**Assessment**	**Passing Score**	**Score Scale**	**Score Scale Range**
Winter 2023 and beyond	B.E.S.T. Algebra 1 EOC	400	B.E.S.T.	325-475
Winter 2022–Fall 2023	B.E.S.T. Algebra 1 EOC	398[1]	B.E.S.T.	325-475

[1] The Alternate Passing Scores (APS) on the B.E.S.T. scale are 246 for FAST Grade 10 ELA Reading and 398 for B.E.S.T. Algebra 1.
[2] Students who entered grade 9 prior to the 2021–22 school year are also eligible for the alternate passing score (see Table 2).

Alternate Passing Scores

Table 2 lists alternate passing scores for FAST and B.E.S.T. assessments. Students whose graduation requirements were for the Florida Standards Assessments (FSA) (or prior) or students who participated in an administration of the applicable FAST or B.E.S.T. assessment prior to the adoption of cut scores for that assessment are eligible to use an alternate passing score linked to the passing score on the FSA assessment (including concordant/comparative scores, see Tables 3 and 4) for the purpose of meeting an assessment graduation requirement.

Table 2: FAST/B.E.S.T. Alternate Passing Scores

Assessment	Graduation/Assessment Requirement	Alternate Passing Score	Score Scale
FAST Grade 10 ELA Reading	FSA or prior	246	B.E.S.T.
B.E.S.T. Algebra 1	FSA or prior	398	B.E.S.T.
B.E.S.T. Geometry[1]	FSA or prior	401	B.E.S.T.

[1] Earning a passing score on the Geometry EOC is not required for graduation but may be used to earn a Scholar diploma designation or as a comparative score for the Algebra 1 EOC graduation requirement.

Statewide Assessment Retake Opportunities

Students can participate in the grade 10 ELA Reading Retake or the Algebra 1 EOC assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Please see the Statewide Assessment Schedule page for more information on the administration windows for these assessments.

Concordant and Comparative Scores

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C. Tables 3 and 4 show the concordant and comparative scores students may use to satisfy assessment graduation requirements. Adults seeking a high school diploma who have not yet met their assessment graduation requirements may do so by meeting the concordant/comparative score available to current seniors (i.e., for the 2025–26 school year, students who entered grade 9 in 2021–22).

Table 3: Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2020–21 and beyond[1]:	
SAT Reading and Writing section[2]	490
PSAT/NMSQT Reading and Writing section[2]	470
PSAT 10 English and Writing section	470
ACT English and Reading subject test (averaged) [3,4]	18
PreACT Secure English and Reading subject test (averaged) [3,4]	18
CLT Grammar/Writing and Verbal Reasoning subject test (sum)[4]	39

CLT10 Grammar/Writing and Verbal Reasoning subject test (sum)[4]	39
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years[5]:	
SAT EBRW/Reading and Writing[2]	480
ACT English and Reading subtests (averaged)[3,4]	18
CLT Verbal Reasoning and Grammar/Writing sections sum[4]	36

[1] Applicable students can use scores in this section even if they participated in the test prior to the scores becoming effective on August 19, 2025.
[2] The combined score for the SAT or PSAT/NMSQT Reading and Writing sections or the SAT EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.
[3] If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number.
[4] The scores from the English and Reading subject tests on the ACT and PreACT and the Verbal Reasoning and Grammar/Writing subject tests on the CLT and CLT10 are not required to come from the same test administration but they cannot come from different tests (e.g., one subject from CLT10 and the other from CLT).
[5] Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores to meet their assessment graduation requirements if the concordant score was earned from an applicable test taken prior to August 19, 2025.

Table 4: Algebra 1 EOC Comparative Scores[1]

Available for students who entered grade 9 in 2020–21 and beyond[2]:	
SAT Math	420
PSAT/NMSQT Math	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16
CLT Quantitative Reasoning	14
CLT10 Quantitative Reasoning	14
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years[3]:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3

[1] Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation.
[2] Applicable students can use scores in this section even if they participated in the test prior to the scores becoming effective on August 19, 2025.
[3] Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores, in addition to the scores specified for their cohort, to meet their assessment graduation requirements if the comparative score was earned from an applicable test taken prior to August 19, 2025.

Other Graduation Options

Scholar Diploma Designation

In accordance with s. 1003.4285(1)(a), F.S., to qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide EOC assessments shown in Table 5.

Table 5: Passing Scores Required for a Scholar Diploma Designation

	EOC Assessment		
Student Entered Grade 9	**Geometry**	**Biology 1[1]**	**U.S. History[1]**
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X

[1] A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced

Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student takes the respective AP, IB, or AICE assessment, and earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3.

- The passing score for the B.E.S.T. Geometry EOC Assessment was adopted in SBE rule in October 2023. For students who took the B.E.S.T. Geometry EOC Assessment prior to the adoption of the new passing scores, the alternate passing score is 401.
- Students who participated in the B.E.S.T. Geometry EOC prior to the adoption of the B.E.S.T. passing scores may use the provisional score (499) or alternate passing score on the new scale (401).
- Students who are eligible for these alternate passing scores may also use them as a comparative score for the Algebra 1 EOC graduation requirement.

Waivers of Results for Students with Disabilities

Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(d)2., F.S., "A student with a disability, as defined in s. 1007.02, for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript." For additional information, visit the Bureau of Exceptional Education and Student Services webpage.

Alternate Pathways for ESOL Students

During the 2021 Legislative Session, s. 1003.433(3)(b), F.S., was amended to require that, beginning with the 2022–23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 ELA assessment requirement, may meet the grade 10 ELA assessment graduation requirement by "satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with state board rule." Details are provided in Rule 6A-1.09422, F.A.C.

For more information on alternate pathways for ESOL students, please contact the Bureau of Student Achievement through Language Acquisition at SALA@fldoe.org.

High School Equivalency Diploma Program (2014 GED® Test)

The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of **145**.

2020–21 School Year

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

assessment requirements for Scholar diploma designation purposes for students expected to graduate in the spring of 2021.

2019–20 School Year

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

Helpful Resources

- For a full schedule of all statewide assessments, see the Statewide Assessment Schedules page.
- An academic advisement flyer for students related to graduation requirements is available on the Graduation Requirements page.
- The Florida Statewide Assessments Portal provides information about the assessments currently administered and serves to provide valuable resources to students, parents/guardians, and educators.
- CPALMS.org is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.

PATHWAYS TO SUCCESS

What are the Florida High School Graduation State Requirements?

Credit Requirements
- 24 credits total (or 18 for accelerated option)
- Must be in specific subjects

Grade Point Average
- Minimum 2.0 GPA
- Calculated from all courses taken (core and elective)

State Assessments
- Must pass 10th grade ELA test
- Must pass Algebra 1 end-of-course (EOC) exam

What are the Different Types of Diplomas?

- **Standard High School Diploma (24 Credits)**
- **ACCEL Program Diploma (18 Credits)**
- **Access Standard Diploma**
- **Cambridge Advanced International Certificate of Education (AICE) Diploma**
- **International Baccalaureate (IB) Diploma**
- **Career & Technical Education (CTE) Pathway**

Diploma Designations

- Merit Designation
- Scholar Designation
- Florida Seal of Biliteracy Designation
- Florida Seal of Fine Arts Designation

24-Credit Standard Diploma vs. 18-Credit Acceleration Program

Both options require a 2.0 GPA, Grade 10 ELA and Algebra 1 EOC exams, and core subject requirements, but differ in:

24-Credit Standard Diploma	18-Credit Acceleration Program
8 elective credits	3 elective credits
Physical education requirement	No physical education requirement
Traditional 4-year path	Can complete in 3 years
More flexibility in course selection & full high school experience	Focused academic path & early graduation possible

Why it Matters

Offering multiple graduation paths ensures every student has an opportunity to succeed, regardless of their strengths, interests, or life circumstances. Flexible options recognize diverse goals and help students stay engaged while preparing for their future.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

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

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

HIGH SCHOOL ACCEL OPTIONS

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

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

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

Overview of Options

Credit Acceleration Program (CAP)

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

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

Advanced Placement Program (AP)

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

International Baccalaureate Program (IB)

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

Early Admission

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

- Six semesters of full-time secondary enrollment have been completed. All required courses, except electives, one credit in English Language Arts, one-half credit in Economics, and one-half credit in American Government must have been successfully completed.
- A postsecondary regionally accredited college or university has accepted the student.
- A student must enroll in a minimum of 12 college credit hours per semester, or the equivalent, to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent.
- When the following conditions have been met, students may be awarded a high school diploma with their class or at a convenient time following the graduation of that class:
    a. The student has completed enough college credits to equal two semesters as determined by the college of attendance, with a normal class load, and with at least a C average or its equivalent.
    b. The district has received written documentation from the college of attendance covering the college work.
    c. A college English course consisting of two semesters, a college Economics course consisting of one semester, and a college American Government course consisting of one semester has been successfully completed.
    - A student in the early admissions program shall not be ranked in his or her high school graduating class.
    - An early admission student may be funded under dual enrollment when the following criteria are met:
        a. Pursuant to s. 1007.271 and 1007.272, F.S., a student accepted for early admission may be funded under dual enrollment if all the early admission conditions are met and the appropriate articulation agreement exists between the Volusia County School District and the postsecondary institution. The Volusia County School District has articulation agreements with Daytona State College, the University of Central Florida, and the University of Florida. A dual enrollment articulation agreement is completed and submitted annually to the Department of Education by the Florida College System.
        b. Only the courses required to obtain a high school diploma may be counted and funded as dual enrollment.

Dual Enrollment

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

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

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

Industry Certification Opportunities

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

Online Courses

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

Volusia Online Learning

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

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

Credit Accelerated High School Option

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

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

Procedures

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

Upon notification of student/parent request for acceleration, the school counselor will:

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

It's A Great Day To Be A Hawk!
Today and Everyday!