



Program of Studies

Creekside Middle School
2026-2027



The School Board of Volusia County Schools

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

ART

0101005 - M/J EXPLORING TWO-DIMENSIONAL ART (M/J Exploring 2D Art)

Offered: Grade 6, 7, 8

Length: Semester

Prerequisite: None

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

0101020 - M/J TWO-DIMENSIONAL STUDIO ART 2 (M/J 2D STUDIO ART 2)

Offered: Grade 7, 8

Length: Year

Prerequisite: M/J 2D Studio Art 1

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

DANCE

0300000 - M/J DANCE 1

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: None

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

→ After school rehearsals and/or performances will be required as part of the student's grade.

0300010 - M/J DANCE 2

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: Dance 1 or Teacher Recommendation

This continuing course will provide experiences in at least two styles of dance. The content will include Laban movement analysis, movement terminology, musicality, improvisation, creativity, and dance history. Improvisation and creativity will be stressed. Students will be required to attend and/or participate in

rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. Costs and/or fees may be required of students enrolled in this course.

→ **After school rehearsals and/or performances will be required as part of the student's grade.**

0300020 - M/J DANCE 3

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: Dance 2 or Teacher Recommendation

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

→ **After school rehearsals and/or performances will be required as part of the student's grade.**

300030 - M/J DANCE 4

Offered: Grade 7, 8

Length: Year

Prerequisite: Dance 3 or Teacher Recommendation

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

DRAMA/THEATRE

0400000 - M/J THEATRE 1

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: None

This course is an overview of the study and practice of dramatic arts. It will include practical experience in acting such as pantomime, improvisation, duet acting, and one-act plays. Background information on history, tradition and operation of the theatre will be included. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Costs and/or fees may be required of students enrolled in this course.

→ **After school rehearsals and/or performances will be required as part of the student's grade.**

0400010 - M/J THEATRE 2

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: M/J Theatre 1 and Teacher Recommendation

This course will continue the study of dramatic arts. It includes practical experience in acting, as well as theatrical productions using the skills studied and practiced in Theatre 1. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support,

extend, and assess learning in the classroom. Costs and/or fees may be required of students enrolled in this course.

→ **After school rehearsals and/or performances will be required as part of the student's grade.**

0400020 - M/J THEATRE 3

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: M/J Theatre 2 and/or Teacher Recommendation

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

→ **After school rehearsals and/or performances will be required as part of the student's grade.**

LANGUAGE ARTS

1001010 - M/J LANGUAGE ARTS 1

Offered: Grade 6

Length: Year

Prerequisite: None

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

1001020 - M/J LANGUAGE ARTS 1, ADVANCED

Offered: Grade 6

Length: Year

Prerequisite: Grade 5 test data, report card grades, and teacher recommendation

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

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

1001040 - M/J LANGUAGE ARTS 2

Offered: Grade 7

Length: Year

Prerequisite: Completion of M/J Language Arts 1

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

1001050 - M/J LANGUAGE ARTS 2, ADVANCED

Offered: Grade 7

Length: Year

Prerequisite: Completion of M/J Language Arts 1 or M/J Language Arts 1, Advanced

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

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

1001070 - M/J LANGUAGE ARTS 3

Offered: Grade 8

Length: Year

Prerequisite: Completion of M/J Language Arts 2

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

1001080 - M/J LANGUAGE ARTS 3, ADVANCED

Offered: Grade 8

Length: Year

Prerequisite: Completion of M/J Language Arts 2 or M/J Language Arts 2, Advanced

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

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text

complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

LANGUAGE ARTS ELECTIVES

1007000 - M/J Speech & Debate 1

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: Teacher Recommendation

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

INTENSIVE READING

10000102 - (Tier 2 – grade 6) M/J INTENSIVE READING 1

Offered: Grade 6

Length: Year

Prerequisite: FAST ELA Level 2 - See Decision Tree 2 from the VCS K-12 Reading Plan

This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

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

10000103 - (Tier 3 – grade 6) M/J INTENSIVE READING 1

Offered: Grade 6

Length: Year

Prerequisite: FAST ELA Level 1 - See Decision Tree 2 from the VCS K-12 Reading Plan

This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

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

1000122 - (Tier 2 – grade 7) M/J INTENSIVE READING 2

Offered: Grade 7

Length: Year

Prerequisite: FAST ELA Level 1 (High) or Level 2 - See Decision Tree 2 from the VCS K-12 Reading Plan

This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

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

10000123 - (Tier 3 – grade 7) M/J INTENSIVE READING 2

Offered: Grade 7

Length: Year

Prerequisite: FAST ELA Level 1 - See Decision Tree 2 from the VCS K-12 Reading Plan

This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

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

10000142 - (Tier 2 – grade 8) M/J INTENSIVE READING 3

Offered: Grade 8

Length: Year

Prerequisite: FAST ELA Level 1 (High) or Level 2 - See Decision Tree 2 from the VCS K-12 Reading Plan

This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

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

10000143 - (Tier 3 – grade 8) M/J INTENSIVE READING 3

Offered: Grade 8

Length: Year

Prerequisite: FAST ELA Level 1 - See Decision Tree 2 from the VCS K-12 Reading Plan

This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

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

MATHEMATICS

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

1205010 - M/J GRADE 6 MATHEMATICS

Offered: Grade 6

Length: Year

Prerequisite: Successful Completion of Grade 5 Mathematics

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

1205020 - M/J ACCELERATED MATHEMATICS GRADE 6

Offered: Grade 6

Length: Year

Prerequisite: Teacher Recommendation from the Elementary School and recommended scale score.

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

1205020M - M/J ACCELERATED MATHEMATICS GRADE 6 HONORS

Offered: Grade 6

Length: Year

Prerequisite: Teacher Recommendation from the Elementary School and a Level 4 with recommended scale score or 5 on the Grade 5

FAST

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

→ **The honors course must be adopted from the FOCUS catalog with the M toggle.**

1205040 - M/J GRADE 7 MATHEMATICS

Offered: Grade 7

Length: Year

Prerequisite: Successful completion of Grade 6 Mathematics

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

1205050 - M/J ACCELERATED MATHEMATICS GRADE 7

Offered: Grade 7

Length: Year

Prerequisite: Successful completion of Grade 6 Accelerated

Accelerated Mathematics Grade 7 is a rigorous course covering grade 7 and 8 benchmarks that is designed to develop the skills and concepts necessary for success in Algebra 1 Honors. In grade 7 accelerated, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the

set of numbers to the system of real numbers, which includes irrational numbers; (2) generating equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing twodimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.

1205070 - M/J GRADE 8 PRE-ALGEBRA

Offered: Grade 8

Length: Year

Prerequisite: Successful completion of Grade 7 Mathematics

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

1200320 - ALGEBRA 1 HONORS

Offered: Grade 7, 8

Credit: 1.0

Length: Year

Prerequisite: Successful completion of Grade 6 HONORS or Grade 7 Accelerated Math

This course is a rigorous in-depth study of the topics of Algebra 1. In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

Students will be required to sit for the end of course exam (EOC) which will constitute 30% of their overall final course grade. Student's must pass the statewide, standardized Algebra 1 EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. Students who are 7th graders and successfully complete this course will take Geometry Honors in 8th grade for high school credit; with the expectation of completing four additional years of mathematics to include AP and / or IB courses in high school (three additional mathematics credits above this content in high school are required for graduation).

1206320 - GEOMETRY HONORS

Offered: Grade 8

Credit: 1.0

Length: Year

Prerequisite: Algebra 1 Honors or equivalent Math

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and threedimensional 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.

MUSIC

1301030 - M/J KEYBOARD 1

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: Teacher Recommendation

The purpose of this course is to introduce students to beginning keyboard performance skill and notation. The content shall include the introduction of keyboard performance techniques and interpretation of notation. Costs and/or fees may be required of students enrolled in this course.

→ **After school rehearsals and/or performances will be required as part of the student's grade.**

1302000 - M/J BAND 1

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: Teacher Recommendation; See jazz requirements below.

***Jazz Band Students are required to enroll concurrently in a Band 1 – 3 courses.**

The purpose of this course is to provide beginning level instrumental instruction on standard woodwind, brass wind, and/or percussion instruments in a class setting. The content shall include the study of characteristic tone production, music literacy and individual and ensemble techniques. Costs and/or fees may be required of students enrolled in this course.

→ After school rehearsals and/or performances will be required as part of the student's grade.

1302010 - M/J BAND 2

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: Teacher Recommendation; See jazz requirements below.

***Jazz Band Students are required to enroll concurrently in a Band 1 – 3 course.**

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

→ After school rehearsals and/or performances will be required as part of the student's grade.

1302020 - M/J BAND 3

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: Teacher Recommendation; See jazz requirements below.

***Jazz Band Students are required to enroll concurrently in a Band 1 – 3 course.**

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

→ After school rehearsals and/or performances will be required as part of the student's grade.

1302040 - M/J ORCHESTRA 1

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of technical skills on orchestral stringed instruments. The content shall include the development of fundamental skills in reading music notation, music theory, fundamental performance techniques and music appreciation. Costs and/or fees may be required of students enrolled in this course.

→ After school rehearsals and/or performances will be required as part of the student's grade.

1302050 -M/J ORCHESTRA 2

Offered: Grade 6, 7, 8

Length: Year

Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the development and performance of technical skills on orchestral stringed instruments. The content shall include the development of basic individual and ensemble performance skills in instrumental techniques, reading musical notation, music theory, and appreciation. Costs and/or fees may be required of students enrolled in this course.

→ After school rehearsals and/or performances will be required as part of the student's grade.

1302060 - M/J ORCHESTRA 3

Offered: Grade 6, 7, 8

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 appropriate orchestral literature. The content shall include the performance of individual and ensemble performing techniques through the study of varied orchestral literature. Costs and/or fees may be required of students enrolled in this course.

→ After school rehearsals and/or performances will be required as part of the student's grade.

1302110 - M/J INSTRUMENTAL ENSEMBLE 1

Offered: Grade 7, 8

Length: Year

Prerequisite: Teacher Recommendation; See jazz requirements below.

*** Jazz Band Students are required to enroll concurrently in a Band 1 – 3 course.**

The purpose of this course is to provide students with exploratory experience in special instrumental ensembles such as strings, jazz ensembles, and woodwind choir, through the study of appropriate literature. The content shall include the study of stylistic considerations, ensemble techniques and creative elements appropriate to ensemble. Costs and/or fees may be required of students enrolled in this course.

→ After school rehearsals and/or performances will be required as part of the student's grade.

1303000 - M/J CHORUS 1

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

The purpose of this course is to provide students with experience in vocal production techniques and group singing. Content shall include enabling students to develop skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation. Costs and/or fees may be required of students enrolled in this course.

→ After school rehearsals and/or performances will be required as part of the student's grade.

1303010 - M/J CHORUS 2

Offered: Grade 6 7, 8

Length: Year

Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with experience in basic vocal production techniques and group singing. Content shall include enabling students to demonstrate basic skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation. Costs and/or fees may be required of students enrolled in this course.

→ After school rehearsals and/or performances will be required as part of the student's grade.

1303020 - M/J CHORUS 3

Offered: Grade 8

Length: Year

Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with experience in fundamental vocal production techniques and part singing. Content shall include enabling students to display fundamental skills as described in Chorus 2. Costs and/or fees may be required of students enrolled in this course.

→ After school rehearsals and/or performances will be required as part of the student's grade.

1303100 - M/J VOCAL ENSEMBLE 1

Offered: Grade 6 7, 8

Length: Year

Prerequisite: Teacher Recommendation

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

→ After school rehearsals and/or performances will be required as part of the student's grade.

PEER COUNSELING

1400000 - M/J PEER COUNSELING 1

Offered: Grade 7, 8

Length: Year

Prerequisite: None

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for effective communication and peer facilitation. The content will include functions of a peer facilitator, basic human needs, self-awareness and self-expression, impact of peer pressure, facilitative communication skills, peer and family relationships, and dealing with conflict.

1400025 - M/J PEERS AS PARTNERS IN LEARNING

Offered: Grade 7, 8

Length: Multiple

Prerequisite: None

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

PHYSICAL EDUCATION

1508000 - M/J FITNESS GRADE 6

Offered: Grade 6

Length: Year

Prerequisite: None

This fitness course is designed for 6th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. **School Districts must provide basic training in first aid, including cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED), at least once in middle school physical education per 1003.453 F.S. This is required for 6th grade students enrolled in physical education classes.**

1508020 - M/J FITNESS GRADE 7

Offered: Grade 7

Length: Semester

Prerequisite: None

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

1508050 - M/J FITNESS GRADE 8

Offered: Grade 8

Length: Semester

Prerequisite: None

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

RESEARCH/AVID

1700100 - M/J CRITICAL THINKING, PROBLEM SOLVING, AND LEARNING STRATEGIES

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and non-academic endeavors. The content should include, but not be limited to the following: strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, critical thinking operations, processes, and enabling skills, problem-solving skills and strategies, and strategies for linking new information with prior knowledge.

1700110 1700120

1700130 M/J AVID 6th; M/J AVID 7th; M/J AVID 8th

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

1700200 - M/J GLOBAL PERSPECTIVES 1

Offered: Grade 6

Length: Year

Prerequisite: ELA Reading Level 3, 4, 5

The program develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science.

1700210 - M/J GLOBAL PERSPECTIVES 2

Offered: Grade 7

Length: Year Prerequisite: ELA Reading

Level 3, 4, 5

The program develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science.

SCIENCE

2002040 - M/J COMPREHENSIVE SCIENCE 1

Offered: Grade 6

Length: Year

Prerequisite: None

Comprehensive Science 1 is the first in a series of three consecutive science classes. This course introduces science, energy, forces, weather, climate, Earth's systems, and the living world. Some topics are explored in depth while others are introduced to serve as building blocks for M/J Comprehensive Science 2 and 3.

Students explore science through everyday examples and experiences and participate in weekly hands-on activities, investigations and or laboratory experiences to apply what they have learned.

2002050 - M/J COMPREHENSIVE SCIENCE 1 ADVANCED

Offered: Grade 6

Length: Year

Prerequisite: 5th grade Science FSSA Level 3 or above

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

2002070 - M/J COMPREHENSIVE SCIENCE 2

Offered: Grade 7

Length: Year

Prerequisite: None

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

2002080 - M/J COMPREHENSIVE SCIENCE 2 ADVANCED

Offered: Grade 7

Length: Year

Prerequisite: Level 3-5 FAST ELA

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

2002100 - M/J COMPREHENSIVE SCIENCE 3

Offered: Grade 8

Length: Year

Prerequisite: None

Comprehensive Science 3 is the last class of the M/J Comprehensive Science series. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned. In addition, all Comprehensive Science 3 students may attend the Lohman's Day at the Daytona Beach Museum of Arts and Science field study at no cost to each student. Students will take the Florida Statewide Science Assessment at the end of this course which measures achievement of Grade 6-8 standards.

2002110 - M/J COMPREHENSIVE SCIENCE 3 ADVANCED

Offered: Grade 8

Length: Year

Prerequisite: Level 3-5 FAST ELA

Comprehensive Science 3, Advanced is the third year of the Comprehensive Science Advanced program. Advanced labs are integral to this course. Students taking this advanced course should have earned a 3 or higher on FAST ELA and demonstrated a high level of success in Comprehensive Science 2. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned. In addition, all Comprehensive Science 3 students may attend the Lohman's Day at the Daytona Beach Museum of Arts and Science field study at no cost to each student. Students will take the Florida Statewide Science Assessment at the end of this course which measures achievement of Grade 6-8 standards.

SOCIAL STUDIES

2100010 - M/J US HISTORY

Offered: Grade 6

Length: Year

Prerequisite: None

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

2100020 - M/J US HISTORY ADVANCED

Offered: Grade 6

Length: Year

Prerequisite: Level 3-5 FAST ELA

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

2106010 - M/J CIVICS

Offered: Grade 7

Length: Year

Prerequisite: None

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

2106020 - M/J CIVICS ADVANCED**Offered: Grade 7****Length: Year****Prerequisite: Level 3-5 FAST ELA**

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

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

2109015 - M/J World History & Career Planning**Offered: Grade 8****Length: Year****Prerequisite: None**

The primary content for this course pertains to the world's earliest civilizations and to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

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

Florida College System institution admission requirements; and available opportunities to earn college credit in high school utilizing acceleration mechanisms.

2109025 - M/J World History & Career Planning Advanced

Offered: Grade 8

Length: Year

Prerequisite: Level 3-5 FAST ELA

The primary content for this course pertains to the world's earliest civilizations and to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

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

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

WORLD LANGUAGES

0708000 - M/J SPANISH BEGINNING

Offered: Grade 7, 8

Length: Year

Prerequisite: None

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

0708010 - M/J SPANISH INTERMEDIATE

Offered: Grade 7, 8

Length: Year

Prerequisite: M/J Spanish Beginning

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

0708340M - SPANISH 1

High School Credit Earned in Middle School

Offered: Grade 8

Length: Year

Prerequisite: None

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

0701000 - M/J FRENCH BEGINNING

Offered: Grade 6, 7

Length: Year

Prerequisite: None

M/J French Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Florida Standards benchmarks.

0701000 - M/J FRENCH INTERMEDIATE

Offered: Grade 7, 8

Length: Year

Prerequisite: M/J French Beginning

M/J French Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate state academic standards (SAS).

CAMBRIDGE – Middle School

1700200- M/J GLOBAL PERSPECTIVES 1 (CAMBRIDGE LOWER SECONDARY)

Offered: Grade 6

Length: Year

Prerequisite: None

The 6th grade program develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science and Information and Communication Technology (ICT)) Starters.

1700210- M/J GLOBAL PERSPECTIVES 2 (CAMBRIDGE LOWER SECONDARY)

Offered: Grade 7

Length: Year

Prerequisite: M/J Global Perspectives 1 (Grade 6) or Administration approval.

The 7th grade program further develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science and Information and Communication Technology (ICT)) Starters.



VOLUSIA
VIRTUAL
SOLUTIONS



VOLUSIA VIRTUAL

Volusia County Schools offers a wide range of virtual educational options through Volusia Virtual Solutions. Parents interested in virtual education can learn more about the online learning opportunities offered by Volusia County Schools at <https://www.volusiaonlinelearning.com/academics/vcs-online-learning-opportunities>. Virtual Q&A sessions are also offered during VOL enrollment windows for families who have additional questions about which virtual solution is best for their family. A summary of VOL and VFlex, as well as expected course offerings, are provided below.

VOLUSIA ONLINE LEARNING (VOL)

Volusia Online Learning is a public virtual school offered by the Volusia County School District, providing a fully online educational environment supported by local, certified teachers. Our program combines state-aligned curriculum with virtual lessons, teacher-led discussions, and a variety of assessment tools to ensure academic success. Teachers and families work together to create personalized learning experiences for each student.

Key Features of VOL

- Local teachers offer opportunities for face-to-face meetings and live virtual lessons.
- Curriculum is aligned to Florida state standards and delivered entirely online.
- Students can access courses 24/7, including during holidays and breaks, and parents have continuous access to progress and grades.
- VOL follows the district calendar for start and end dates and grade reporting.
- Graduating students participate in a traditional ceremony and receive an accredited Volusia County School diploma.
- Two enrollment windows each year. Semester 1 enrollment window is open from April to July; Semester 2 enrollment window is open from November to December. Exact dates are provided on the VOL website.

For more information about VOL, visit <https://www.volusiaonlinelearning.com/academics/full-time>.

VFLEX

VFlex partners with traditional schools (VFlex) and home education families (VFlex+) to expand educational options for students in grades 6-12. This flexible alternative satisfies a wide range of educational needs, accommodating everyone from students in traditional educational settings seeking additional courses to homeschooling families aiming to complement their existing curriculum. VFlex is open to registered Volusia County Schools students and students registered with [VCS Office of Home Education](#).

All core courses and a variety of electives are offered (see below). Students will be scheduled for courses on th

e virtual education platform that best matches their academic, testing, and previous online learning experience, as well as the availability of courses on individual platforms. Students can request courses with VFlex via the online VFlex application or by meeting with their school counselor.

For more information about VFlex, visit <https://www.volusiaonlinelearning.com/academics/part-time> For more information about VFlex+, visit <https://www.volusiaonlinelearning.com/academics/home-education> **Middle**

School Virtual Offerings

Subject	Course Name	Course #
English	M/J Language Arts 1	1001010
	M/J Language Arts 1 Advanced	1001020
	M/J Language Arts 2	1001040
	M/J Language Arts 2 Advanced	1001050
	M/J Language Arts 3	1001070
	M/J Language Arts 3 Advanced	1001080
Math	M/J 6 th Grade Math	1205010
	M/J 6 th Grade Math Advanced	1205020
	M/J 6 th Grade Accelerated Math	1205050
	M/J 7 th Grade Math	1205040
	M/J 7 th Grade Math Advanced	1205040
	M/J 8 th Grade Pre-Algebra	1205070
	Algebra 1 Honors (HS Credit)	1200320
	Geometry Honors (HS Credit)	1206320
Science	M/J 6 th Grade Science	2002040
	M/J 6 th Grade Science Advanced	2002050
	M/J 7 th Grade Science	2002070
	M/J 7 th Grade Science Advanced	2002080
	M/J 8 th Grade Science	2002100
	M/J 8 th Grade Science Advanced	2002110
Social Studies	M/J 6 th Grade United States History	2100010
	M/J 6 th Grade United States History Advanced	2100020
	M/J 7 th Grade Civics	2106010
	M/J 7 th Grade Civics Advanced	2106020
	M/J 8 th Grade World History & Career Planning	2109015
	M/J 8 th Grade World History & Career Planning Advanced	2109025
World Languages	M/J Beginning American Sign Language	0704000
	M/J Intermediate American Sign Language	0704010
	American Sign Language 1 (HS Credit)	0717300
	M/J Beginning Spanish	0708000
	M/J Intermediate Spanish	0708010
	Spanish 1 (HS Credit)	0708340
	Spanish 2 (HS Credit)	0708350
P.E.	M/J Fitness (Grade 6)	1508000
	M/J Comprehensive Fitness 6/7 (Grade 6)	1508060
	M/J Comprehensive Fitness 7/8 (Grade 7)	1508070
	Personal Fitness (Grade 8) (HS Credit)	1501300
	Fitness Lifestyle Design (Grade 8) (HS Credit)	1501310

Electives	M/J Digital Art and Design 1	0103000
	M/J Grade 6 Digital Discoveries	02000021
	M/J Grade 7 Digital Discoveries	0200022
	M/J Visual Art 1	0101100
	M/J Visual Arts 2	0101110
	M/J Coding Fundamentals	9009200
	M/J Critical Thinking, Problem Solving, and Learning Strategies	1700100
<p><i>* Course offerings are provided on several virtual learning platforms. Students will be scheduled for courses on the platform that best matches their academic, testing, and virtual learning history, as well as the availability of courses on individual platforms.</i></p>		

HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

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

EXCEPTIONAL STUDENT EDUCATION

SEPARATE CLASS - MILD VE, ASD and EBD ACADEMIC

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

Instructional Strategies

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

VE MODIFIED & MULTI-VE (ACCESS PROGRAMS) ACADEMICS

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

7810011 - ACCESS M/J LANGUAGE ARTS 1

Offered: Grade 6

Length: Year

Prerequisite: None

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

7810012 - ACCESS M/J LANGUAGE ARTS 2

Offered: Grade 7

Length: Year

Prerequisite: None

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

7810013 - ACCESS M/J LANGUAGE ARTS 3

Offered: Grade 8

Length: Year

Prerequisite: None

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

7812015 - ACCESS M/J MATHEMATICS 1

Offered: Grade 6

Length: Year

Prerequisite: None

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

7812020 - ACCESS M/J MATHEMATICS 2

Offered: Grade 7

Length: Year

Prerequisite: None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the seventh-grade level. The concepts of joining and separating quantities, fractions, proportion, and equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of: whole numbers, combining and separating quantities, proportion/congruency, fractions/per cent/decimals, equality/inequality, attributes of plane and solid figures, data collection and analysis, probability, ratio, transformation, and solving routine and non-routine quantitative problems.

7812030 - ACCESS M/J MATHEMATICS 3

Offered: Grade 8

Length: Year

Prerequisite: None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the eighth-grade level. The concepts of joining and separating quantities, fractions, proportion, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of: whole numbers, combining and separating quantities, proportion/congruency, fractions/per cent/decimals, variables, attributes of plane and solid figures, angles, data collection and analysis, probability, estimation, ratio, solving routine and non-routine quantitative problems.

7820015 - ACCESS M/J COMP. SCIENCE 1

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

7820016 - ACCESS M/J COMP. SCIENCE 2

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

7820017 - ACCESS M/J COMP. SCIENCE 3

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of: - Earth in space and time - plant and animal systems - system interdependence - scientific method - properties of matter - composition of matter. Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as: daily, seasonal, and annual patterns; the symbiotic nature of life systems; how to make, execute, and evaluate a replicable plan; and the nature of matter and how it interacts in predictable ways.

7821022 - ACCESS M/J WORLD HISTORY

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

7821023 - ACCESS M/J CIVICS AND CAREER PLANNING

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

This course consists of the following content area strands: Civics, Geography, and Economics. The content is intended to develop or expand the student's understanding of the: origins and purposes of government, law, and the American political system , roles, rights, and responsibilities of United States citizens, fundamental concepts of local, national, and international economies, maps and other geographic representations, tools, and technology, physical and cultural characteristics of places, relationships between the Earth's ecosystems and the populations that dwell within them, application of geography to interpret the past and present and plan for the future. This course also includes course standards in the areas of career planning and employability skills, as required by Florida Statute (1003.4156.F.S.).

7821026 - ACCESS M/J US HISTORY AND CAREER PLANNING

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

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

A (2027-2028)	B (2028-2029)	C (2026-2027)
7821026 Access M/J US History and Career Planning	7821023 Access M/J Civics and Career Planning	7821022 Access M/J World History
7820017 Access M/J Science 3	7820016 Access M/J Science 2	7820015 Access M/J Science 1
PE	PE	PE
7810011 Access M/J Language Arts 1 (6th) 7810012 Access M/J Language Arts 2 (7th) 7810013 Access M/J Language Arts 3 (8th)		
7812015 Access M/J Math 1 (6th) 7812020 Access M/J Math 2 (7th) 7812030 Access M/J Math 3 (8th)		
<p><i>The remainder of the day may consist of any of the following courses, based on students documented IEP needs:</i></p> <p>7863030 Unique Skills: Independent Functioning 6-8 7863000 Unique Skills: Social & Emotional 6-8 7863050 Unique Skills: Communication 6-8 or General Education elective</p>		
<p>**The courses listed above are the recommended courses for Multi VE and VE Modified middle school programs. In addition, students may take general education or other special skills courses.</p>		

ALL PROGRAMS / SPECIAL SKILLS COURSES

7863030 - UNIQUE SKILLS: INDEPENDENT FUNCTIONING 6-8

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

7863040 - UNIQUE SKILLS: CURRICULUM AND LEARNING

Offered: Grade 6 7, 8

Length: Semester

Prerequisite: None

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

7863050 - UNIQUE SKILLS: COMMUNICATION 6-8

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

7863000 - UNIQUE SKILLS: SOCIAL AND EMOTIONAL 6-8

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

7863070 - EXPANDED SKILLS: 6-8

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

→The particular course requirements that the student should master each year must be specified on an individual basis and relate to the achievement of annual goals on the student's IEP.

7863090 LEARNING STRATEGIES: 6-8

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

→This entire course may not be mastered in one year.

THERAPY COURSES

7866030 - SPEECH THERAPY: 6-8

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

7866040 - LANGUAGE THERAPY: 6-8

Offered: Grade 6 7, 8

Length: Year

Prerequisite: None

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

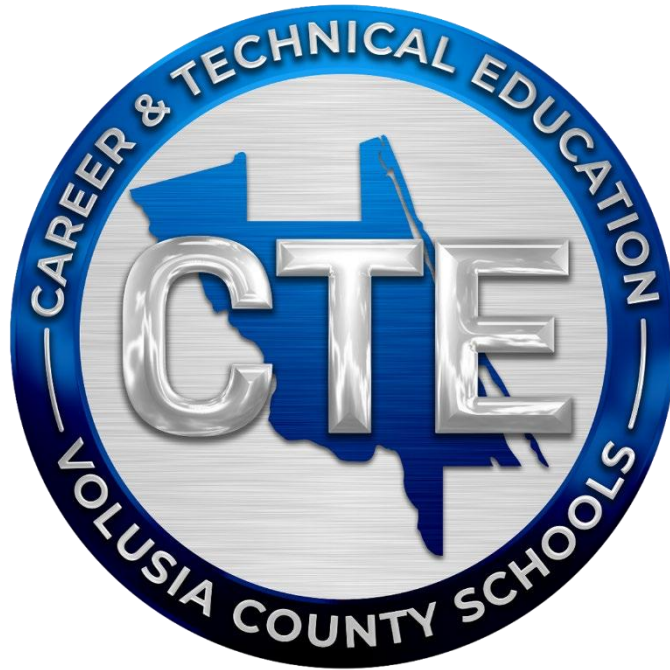
7866050 - OCCUPATIONAL THERAPY: 6-8

Offered: Grade 6 7, 8

Length: Varies

Prerequisite: None

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



MIDDLE SCHOOL
Programs of Study

AGRICULTURE, FOOD, & NATURAL RESOURCES CLUSTER

MIDDLE SCHOOL COURSES					
Program Number	Course Number	Course Name	Semester Year	Grade Level	Digital Tool and Industry Certification
8100310	8100310	Orientation to Agriscience	S	6,7,8	
8021300	8021300	Fundamentals of Agriculture, Food, & Natural Resource	Y	7,8	AEST Agriculture Systems Associate

8100310 - ORIENTATION TO AGRISCIENCE - Exploratory

Offered: Grade 6 7, 8

Length: Semester

Prerequisite: None

This course is the first in a sequence of courses designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. Students will learn a basic understanding of agriculture with focuses on plants, animals, and natural resources. Students will also learn about our food system and the safety procedures in agriculture systems.

8021300 - FUNDAMENTALS OF AGRICULTURE, FOOD & NATURAL RESOURCE SERVICES - Exploratory

Offered: Grade 8

Length: Year

Prerequisite: Any Agriscience course

This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding careers in the Agriculture, Food, and Natural Resource career cluster. The content includes but is not limited to agricultural literacy, the importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

BUSINESS, MANAGEMENT, & ADMINISTRATION CLUSTER

MIDDLE SCHOOL COURSES					
Program Number	Course Name	Course Name	Semester Year	Grade Level	Digital Tool
8200520	8200520	Computer Apps. in Business 1	S or Y	6,7,8	IC3 Spark
8200211	8200211	Computer Apps. in Business 3	S or Y	6,7,8	Digital Literacy Tool 2 Digital Literacy Tool 3

8200520 COMPUTER APPLICATIONS IN BUSINESS 1 - Exploratory

Offered: Grade 6, 7, 8

Length: Semester or Year

Prerequisite: Business Keyboarding

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

8200211 - COMPUTER APPLICATIONS IN BUSINESS 3 - Exploratory

Offered: Grade 6, 7, 8

Length: Semester or Year

Prerequisite: Computer Apps. in Business 2

This course is designed to provide instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

HIGH SCHOOL COURSES					
Program Number	Course Number	Course Name	Semester Year	Grade Level	Industry Certification
Prerequisite for MULTIPLE PROGRAMS	8207310M	Digital Information Technology	Y	8	ITS-HTML or CSS WordPress Editor

8207310M - DIGITAL INFORMATION TECHNOLOGY - Career Prep

Offered: Grade 8

Credit: 1.0 (An accelerated high school elective credit)

Length: Year

Prerequisite: Computer Apps. in Business 2

Type of Credit: CT: Meets CTE/Arts Graduation Requirement

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

HOSPITALITY & TOURISM CLUSTER

MIDDLE SCHOOL COURSES

Program Number	Course Number	Course Name	Semester Year	Grade Level	Digital Tool
8809200	8809200	Fundamentals of Culinary Careers	S or Y	6,7,8	IC3 Living Online

8809200 - FUNDAMENTALS OF CULINARY CAREERS - Exploratory

Offered: Grade 6, 7, 8

Length: Semester or Year

Prerequisite: None

This course assists students in making informed decisions regarding their future academic and occupational goals and provides information regarding culinary careers found within the hospitality industry. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/ equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

INFORMATION TECHNOLOGY CLUSTER

MIDDLE SCHOOL COURSES

Program Number	Course Number	Course Name	Semester Year	Grade Level	Digital Tool
9009700	9009710	Exploring Artificial Intelligence	S	6,7	
9009700	9009720	Applying Artificial Intelligence	S	8	

9009710 – EXPLORATORY ARTIFICIAL INTELLIGENCE - Exploratory

Offered: Grade 6, 7

Length: Semester or Year

Prerequisite: None

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 engage in hands-on activities related to the use of AI in machine learning.

9009720 – APPLYING ARTIFICIAL INTELLIGENCE - Exploratory

Offered: Grade 8

Length: Semester or Year

Prerequisite: None

This course has students apply what they have learned about Artificial Intelligence to real world situations. The course defines how computer systems build intelligence through perception. Students will explore the role of data in AI applications and the algorithms which guide AI decision making. Students will engage in hands-on activities related to use of AI in machine learning.

HIGH SCHOOL COURSES

Program Number	Course Number	Course Name	Semester Year	Grade Level	Industry Certification
Prerequisite for MULTIPLE PROGRAMS	8207310M	Digital Information Technology	Y	8	ITS-HTML or CSS WordPress Editor

8207310M - DIGITAL INFORMATION TECHNOLOGY - Career Prep

Offered: Grade 8

Credit: 1.0 (An accelerated high school elective credit)

Length: Year

Prerequisite: Computer Applications in Business 2 or ICT Essentials 2

Type of Credit: CT: Meets CTE/Arts Graduation Requirement

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills preparing students to be successful both

personally and professionally in an information-based society. The course includes the exploration and use of: Databases, the internet, spreadsheets, presentation applications, management of personal information and e-mail, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

LAW, PUBLIC SAFETY & SECURITY CLUSTER

MIDDLE SCHOOL COURSES

Program Number	Course Number	Course Name	Semester Year	Grade Level	Digital Tool
9160350	9160350	Introduction to Law, Public Safety & Security	S or Y	6,7,8	IC3 Key Applications
8900220	8900220	Exploration of Criminal Justice Occupations	S or Y	6,7,8	

9160350 - INTRODUCTION TO LAW, PUBLIC SAFETY & SECURITY - Exploratory

Offered: Grade 6, 7, 8

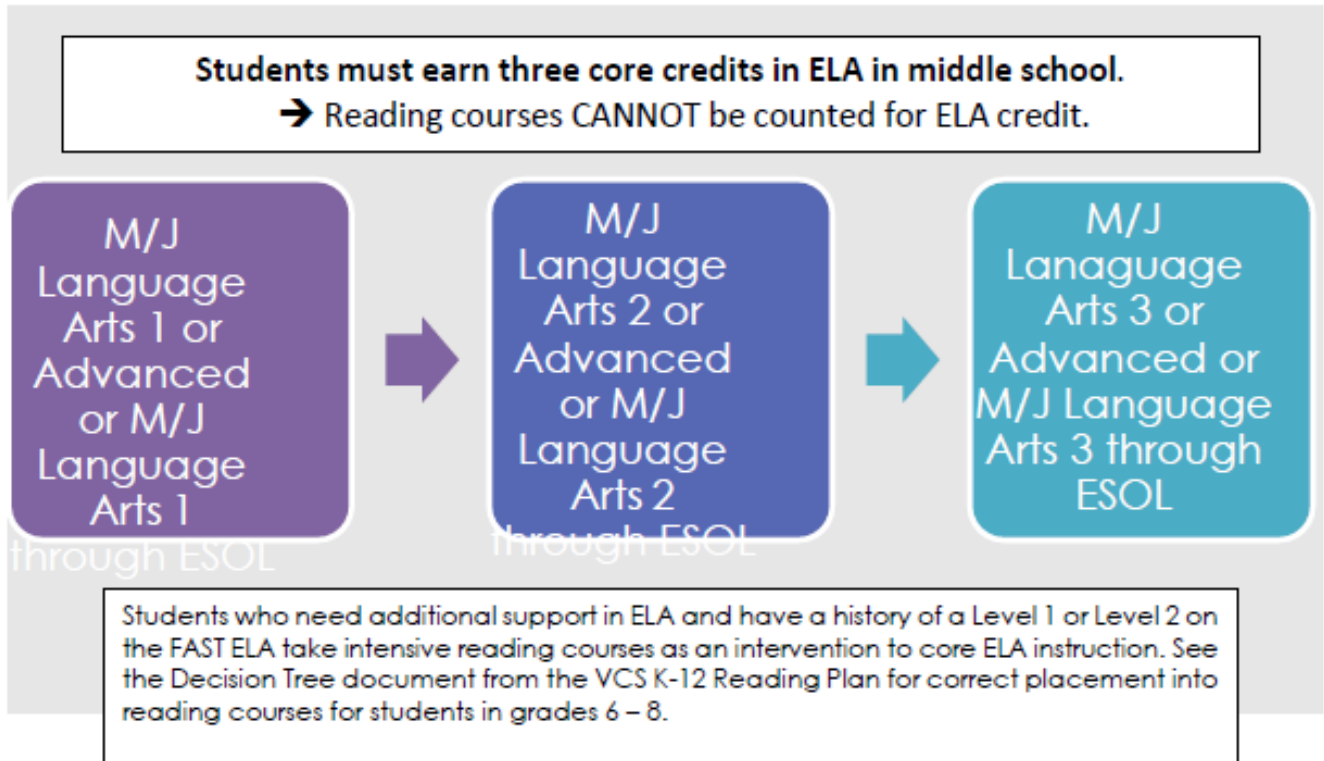
Length: Semester or Year

Prerequisite: None

This course introduces students to terminology, careers, history, required skills, and technologies associated with each pathway in the Law, Public Safety and Security career cluster.

CORE SUBJECTS PROGRESSION PLAN

Secondary ELA Progression Chart – Middle School



ELA and Reading Placement

**See next page for Volusia County Schools Reading Decision Tree
for specifics on Intensive Reading Placement**

Grade Level	ELA Course	Reading Course	Assessment (Note: other historical assessment data should be used to finalize placement- see the decision tree)
6 th	M/J LANGUAGE ARTS 1 (1001010)	M/J INTENSIVE READING 1 • 10000102 (Tier 2 – grade 6) • 10000103 (Tier 3 – grade 6)	FAST PM 3 score 1-3 • Level 1 students should be placed in Tier 3 Reading • Level 2 students should be placed in Tier 2 Reading • Level 3 Students should not be in Reading
	M/J LANGUAGE ARTS 1, ADVANCED (1001020)	NA	FAST PM 3 score 4-5
6 th ESOL (LY)	M/J LANGUAGE ARTS 1 THROUGH ESOL (1002000)	M/J Developmental Language Arts Through ESOL (Reading) • 1002181 (NES Tier 3) • 10000102 (Tier 2 – Can be LY stand-alone)	FAST PM 3 score 1-3 • Level 1 students should be placed in Tier 3 Reading • Level 2 students should be placed in Tier 2 Reading • WIDA under 3 • Work with ESOL dept. on exiting Level 3 Students from ESOL.
7 th	M/J LANGUAGE ARTS 2 (1001040)	M/J INTENSIVE READING 2 • 10000122 (Tier 2 – grade 7) • 10000123 (Tier 3 – grade 7)	FAST PM 3 score 1-3 • Level 1 students should be placed in Tier 3 Reading • Level 2 students should be placed in Tier 2 Reading • Level 3 Students should not be in Reading
	M/J LANGUAGE ARTS 2, ADVANCED (1001050)	NA	FAST PM 3 score 4-5
7 th ESOL	M/J LANGUAGE ARTS 2 THROUGH ESOL (1002010)	M/J Developmental Language Arts Through ESOL (Reading) • 1002181 (NES Tier 3) • 10000122 (Tier 2 – Can be LY stand-alone)	FAST PM 3 score 1-3 • Level 1 students should be placed in Tier 3 Reading • Level 2 students should be placed in Tier 2 Reading • WIDA under 3 • Work with ESOL dept. on exiting Level 3 Students from ESOL.
8 th	M/J LANGUAGE ARTS 3 (1001070)	M/J INTENSIVE READING 3 • 10000142 (Tier 2 – grade 8) • 10000143 (Tier 3 – grade 8)	FAST PM 3 score 1-3 • Level 1 students should be placed in Tier 3 Reading • Level 2 students should be placed in Tier 2 Reading • Level 3 Students should not be in Reading
	M/J LANGUAGE ARTS 3, ADVANCED (1001080)	NA	FAST PM 3 score 4-5
8 th ESOL	M/J LANGUAGE ARTS 3 THROUGH ESOL (1002020)	M/J Developmental Language Arts Through ESOL (Reading) • 1002181 (NES Tier 3) • 10000142 (Tier 2 – Can be LY stand-alone)	FAST PM 3 score 1-3 • Level 1 students should be placed in Tier 3 Reading • Level 2 students should be placed in Tier 2 Reading • WIDA under 3 • Work with ESOL dept. on exiting Level 3 Students from ESOL.

**Volusia County Schools Reading Decision Tree
Middle School Reading Support Placements**

Grades 6-8	ELL	SWD	FAST PM 3 Prior Year	FAST PM 3 Current Year	Achieve 3000 Lexile
DLA	LY	J, L, S, W need to check with IEP to confirm placement	1, 2	1, 2	NA
Tier 3	LYs not placed +		1	1	7: BR-830L 8: BR-870L
Tier 2	everyone not placed with non- proficient scores		Low 2.2	Low 2.2	7: 831-1020L 8: 871-1185L

Reading Interventions

M/J Intensive Reading 1 (Tier 2)	10000102	Supports 6 th grade students with B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention.
M/J Intensive Reading 1 (Tier 3)	10000103	Supports 6 th grade students with B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention with additional focus on decoding.
M/J Intensive Reading 2 (Tier 2)	10000122	Supports 7 th grade students with B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention.
M/J Intensive Reading 2 (Tier 3)	10000123	Supports 7 th grade students with B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention with additional focus on decoding.
M/J Intensive Reading 3 (Tier 2)	10000142	Supports 8 th grade students with B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention.
M/J Intensive Reading 3 (Tier 3)	10000143	Supports 8 th grade students with B.E.S.T. Standards secondary foundational reading standards and intensive reading and writing intervention with additional focus on decoding.

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

Middle School Mathematics Pathways

Pathway	6 TH grade year	7 TH grade year	8 TH grade year
1	Grade 6 Math <i>Grade 6 Benchmarks</i>	Grade 7 Math <i>Grade 7 Benchmarks</i>	Grade 8 Pre-Algebra <i>Grade 8 Benchmarks</i>
2	Grade 6 Accelerated Math <i>Grade 6 & 7 Benchmarks</i>	Grade 7 Accelerated Math <i>Grade 7 & 8 Benchmarks</i>	Algebra 1 Honors
3	Grade 6 Honors Math <i>Grade 6, 7 & 8 Benchmarks</i>	Algebra 1 Honors	Geometry Honors

Students moving from one pathway to another will require a support plan for the benchmark instructional gaps.*

* Support Plan Considerations

NOTE: The listed items are not meant to be taken as a comprehensive solution to all situations. Each school will have unique situations where what is listed may or may not be used. Depending on a school's individual circumstance other considerations not listed may also be possible.

- Summer Programs to fill instructional gaps
- Use the Foundational Skills in Math course in conjunction with the student's scheduled core math course • Use of strategic small group instruction

Examples:

- If a student scores a level 1 in 5th grade, then the student can take 6th grade math with Foundational Skills in Math course
- If a student is progressing from 6th grade math to 7th grade Accelerated, then the student can take 7th Accelerated with Foundational Skills in Math course
- If a student is progressing from 7th grade math to Algebra 1 Honors, then the student can take Algebra 1 Honors with Foundational Skills in Math course
- Consider using the last 3 weeks of the school year to teach benchmarks that will be missed due to changes in pathway.
- Strategic scheduling to group students with similar instructional needs
- Determine individualized instruction through small groups and/or the MTSS process. This should include the teacher, coaches, interventionist and other support personnel as appropriate.

Middle School Mathematics Course Progression

Grade Level	Option 1 and Criteria	Option 2 and Criteria	Option 3 and Criteria	Assessment and Cut Score
Incoming 6th Graders	Level 1 and 2 go to 6 th Grade Regular	Level 3 and Low Level 4 go to Grade 6 th Accelerated. Scale Score 222 - 239	High Level 4s and all 5s go to Grade 6 Honors Scale Score 240-285	FAST Math Grade 5
6th Grade Regular	Level 1 and 2 go to 7 th Grade Regular	Level 3 go to 7 th grade Accelerated with Support	Level 4 and 5 go to 7 th Grade Accelerated With Support	FAST Math Grade 6
6th Grade Accelerated	Level 1 and individually reviewed level 2 students go to 7 th Grade Regular	Level 2 students that have been individually reviewed go to 7 th Grade accelerated with monitoring and support	Level 3, 4 and 5 go to 7 th Grade Accelerated	FAST Math Grade 6
6th Grade Honors students take grade 6 PM	Level 1 and 2 go to 7 th Grade Accelerated with Support	Level 3 and Low Level 4 go to 7 th Grade Accelerated Scale Score 229-246	High Level 4 and 5 go to Algebra I Scale Score 247+	FAST Math Grade 6
7th Grade Regular	Level 1 and 2 go to Pre Algebra	Level 3, 4 and 5 go to Algebra I With Support and Monitoring		FAST Math Grade 7
7th Grade Accelerated Math (Will take 8th grade PM)	Level 3 go to Algebra I with support	Level 4 and 5 go to Algebra I in Grade 8		FAST Math Grade 8
8th Grade Prealgebra	Level 1s go to Algebra IA in HS	Level 2s go to Algebra I In HS with support	Level 3 and above go to Algebra I	FAST Math Grade 8
Algebra I 7th Graders	Level 1s and 2s and no quality point will be individually reviewed at the district level and go to Pre-Algebra or Algebra I or Geometry in 8 th Grade with support based on historical data	Level 1 and 2 AND quality point will be individually reviewed at the district level and either repeat Algebra I or go to Geometry in 8 th Grade with support based on historical data	Level 3s and above take Geometry	BEST Algebra 1 EOC

- Any request for adjustment of math progression for individual students will first be reviewed by school based on historical data trends for each student and will require district level approval.
 - Grade 7:
 - Level 3+ students progressing to Grade 7 Accelerated from Grade 6 Math require a ***support plan** for the 17 missing Grade 7 Benchmarks.
 - Grade 7 students registered for Algebra 1 Honors must have successfully completed Grade 6 Honors.
 - Grade 8:
 - Level 3+ students progressing to Algebra 1 Honors from Grade 7 Math require a ***support plan** for the missed 40 Grade 8 Pre-Algebra Benchmarks.
- *see previous page for support plan considerations.**



Physical Education Waiver Letter

School Board of Volusia County

Ms. Jamie Haynes, Chair

Mr. Ruben Colón, Vice

Chair

Mrs. Donna Brosemer
Mrs. Krista Goodrich
Mrs. Jessie Thompson

Dr. Carmen Balgobin
Superintendent of Schools

June 26, 2025

Dear Parent or Guardian,

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

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

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

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

Sincerely,

Lary Beal



Physical Education Annual Waiver Form
Elementary and Middle School

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

OR

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

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

Student Name	Student Alpha #	Grade
Parent/Guardian Name (please print)	School	
Parent/Guardian Signature	Date	

Please return to School Principal or Designee.

This waiver will remain in effect for one school year.

Distribution: Copy to Parent • Copy in Cumulative Folder

Revised: 2/2020

Owner: K-12 Curriculum

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