

# BULLDOG COUNTRY



DELAND  
HIGH SCHOOL

2026-2027

*Program of Studies*

*For the most up to date version of this  
document visit @ [www.delandhs.org](http://www.delandhs.org)*



# DeLand High School

Rooted in tradition. Destined for greatness.

---

## ***DELAND HIGH ADMINISTRATION***

Michael Degirolmo, Principal  
Brian Eschen, Assistant Principal/Safety and Security  
Aria Haire, Assistant Principal/Exceptional Student Education  
Mike Lucero, Assistant Principal/Data Processing  
Kellie McClarty, Assistant Principal/Curriculum and Instruction  
Issella Vega, Assistant Principal/ESOL and Instruction  
Kenneth Brown, Teacher on Assignment/Student Support and Security  
Kimbery Sibio, Teacher on Assignment/Student Support and Security  
Natalie White, Director of Counseling and Student Services

---

## **MISSION STATEMENT OF DELAND HIGH SCHOOL**

The mission of DeLand High School is to provide a safe learning environment which produces citizens who are prepared to face the challenges of an increasingly complex global society.

---

**Keep up with Bulldog happenings!**

Websites <http://delandhs.org>

<http://delandhsathletics.org>



DeLand High School

#WeAreDeLand



@delandbulldogs

## Table of Contents

Academic Counseling and Grade Information .....	4
Schedule Change and Office Aide Information .....	5
Diploma Types and Requirements .....	6-7
Diploma Distinctions and Commendations.....	8-9
Academies.....	10-12
Special Programs .....	13
- Advanced Placement .....	14
- Dual Enrollment.....	13
- International Baccalaureate .....	15-16
Art.....	17
Computer Education .....	20
Dance .....	21
Drama/Theatre.....	22
English/Language Arts.....	23
Journalism .....	27
English For Speakers of Other Languages (ESOL).....	28
Reading.....	29
Writing.....	30
Mathematics .....	31
Music.....	37
Physical Education.....	43
ROTC.....	48
Science .....	49
Social Studies.....	53
World Languages.....	58
Exceptional Student Education .....	61
Career and Technical Education.....	70
- Agriculture .....	71
- Architecture and Construction .....	74
- Ats, A/V, Technology, and Communication .....	75
- Education and Technology .....	77
- Engineering and Technology .....	78
- Health Science .....	80
- Culinary Arts .....	81
- Personal Finance and Money Management.....	82
International Baccalaureate Program of Studies.....	83

## **ACADEMIC COUNSELING and INFORMATION**

School counselors are available to students from 8:15 – 3:30 daily. Parents are asked to make appointments for the date and time they wish to have a conference by calling 822-6909, ext. 23310 (Counseling Office); 822-6909, ext. 23306 (ESE Office). Students are assigned counselors by grade level. A listing of counselors including the IB counselor can be found on the Deland High School website. Students are encouraged to book appointments with their counselors directly from the school website on the counseling page.

Natalie White, Director  
Christina Green- IB Counselor  
Kara Kauffman  
Natasha Horne  
Edward Weston  
Lisa Nehrig- IB Coordinator

We, at DeLand High School, will make every effort to honor your student's top choices. However, please be aware that there are a variety of issues that may impact scheduling. Ultimately student placement in classes will depend on class size, course availability, and academic necessity. We do reserve the right to move students to alternate courses as concerns arise.

### **GRADING SCALE**

Courses taken in High School are graded on the following scale:

90 - 100%	Outstanding Progress (Mastery)	A
80 - 89%	Above Average Progress	B
70 - 79%	Average Progress (Proficiency)	C
60 - 69%	Lowest Acceptable Progress	D
0 - 59%	Failure	F
	In progress toward grade level proficiency in skills and concepts	I

### **GRADUATION HONORS**

Summa Cum Laude	3.9 Grade Point Average
Magna Cum Laude	3.7 Grade Point Average
Cum Laude	3.5 Grade Point Average

### **HONOR ROLL**

Students may earn Honor Roll recognition by meeting the following criteria:

- (a) an average of 3.0 or above quality points;
- (b) no more than one C;
- (c) no letter grade below C;
- (d) all conduct grades of 1.

## **OFFICE/TEACHER AIDE**

Junior or Senior students may sign up during registration to be an office/teacher aide for one class period. This is an elective course and consists of assisting in an office or classroom with clerical duties and running errands. Students can earn 1 elective credit per year. The following criteria is used in the registration of students for this option:

1. Rising junior and senior students may register to be an office or teacher's aide when they register for their classes ONLY if they are completely on track for graduation. An application form must be completed and turned into your guidance counselor for an Administrative review and approval.
2. Office aide positions may NOT be used as an option for students to drop courses for which they were registered.
3. Students may only have one teacher aide class per YEAR and must commit to the whole year.

## **SCHEDULE CHANGE REQUESTS**

It is very important that the student and parent make informed decisions on the courses they wish to take. A schedule change may be made for a sound academic reason under the following guideline:

A student must request a change by the end of the first week of the course with good cause (incorrect class, missing class, etc.) and an appropriate alternative available.

Any change is contingent upon the availability and space in another suitable course.

All schedule changes requested after the first week will follow these steps:

1. Parent requests a **teacher conference** through the Counseling Office (822-6909, ext. 23310). The student must be present during this conference. The conference must be scheduled before 4 weeks are remaining in the semester. This will provide time for step 2 of the process.
2. A success plan must be formulated between student, parent, teacher and counselor. The **success plan** is implemented until the end of the semester **and** must be in effect for a minimum of 4 weeks. Students must make a good-faith effort to implement the success plan before any change will be considered.

### **Dropping/Transferring from Honors or Advanced Courses**

If a student is enrolled in an honors, AP or IB course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester ( or quarter in the instance of semester based courses) and only if the following conditions exist:

- a grade of D or F
- completion of a parent conference
- regular and consistent attendance
- demonstration of the student seeking consistent academic assistance
- principal or designee permission.

# DIPLOMA TYPES AND REQUIREMENTS

## Standard High School Diploma

- \* successfully complete all credit requirements, grades 9-12, including one online course
- \* demonstrate mastery of skills in English Language Arts and Mathematics as determined by state assessments (FSA and EOCs);
- \* master performance standards in each course as determined by teacher assessments
- \* pass each course and maintain attendance as prescribed by School Board Policy
- \* 2.0 GPA

## ACCEL Program (18 credits minimum) Graduation Plan

- \* Physical Education and Personal Fitness are not required
- \* 3 Elective credits
- \* Online course is not required
- \* All other graduation requirements for a standard diploma must be met per cohort group

## Access Pathway

- \* successfully complete all credit requirements in Access courses, grades 9-12
- \* demonstrate mastery of skills in Language Arts and Mathematics as determined by state assessments (ELA Alternate Assessment and FAA Math)
- \* master performance standards in each course as determined by teacher assessments
- \* pass each course and maintain attendance as prescribed by School Board Policy \* 2.0 GPA
- \* Graduation Requirements listed on page 108 on the District's Student Progression Plan
- \* There can be an 18 credit option and a 24 credit option

## Certificate of Completion (not a diploma equivalent):

- \* pass minimum credits and subjects required for graduation (See Graduation Requirements)
- \* have not passed FCAT or the Florida Standards Assessment

More information regarding Florida's state graduation requirements are available on the Florida Department of Education's website: <https://www.fldoe.org/schools/k-12-public-schools/bosss/graduation-requirements/>

# Standard Diploma Requirements

## Academic Advisement – What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- \* 24-credit standard diploma
- \* 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- \* Career and Technical Education (CTE) Pathway
- \* Advanced International Certificate of Education (AICE) curriculum
- \* International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

### What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
- 2 credits in CTE courses, must result in completion and industry certification
- 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online Course not required

\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

<b>24 Credit Standard Diploma</b>
<b>4 Credits ELA</b>
<p>ELA 1, 2, 3, 4</p> <p>ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement</p>
<b>4 Credits Mathematics</b>
<p>-One must be Algebra 1 and one must be Geometry</p> <p>-Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</p> <p>-An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</p>
<b>3 Credits Science</b>
<p>- One must be Biology 1, two must be equally rigorous science courses</p> <p>-Two of the three required course credits must have a laboratory component</p> <p>-Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</p> <p>-An identified computer science** credit may substitute for up to one science credit (except for Biology 1)</p>
<b>3.5 Credits Social Studies</b>
<p>1 credit World History</p> <p>1 credit US History</p> <p>.5 credit US Government</p> <p>.5 credit Economics</p> <p>.5 credit in Personal Finance</p>
<b>1 Credit Fine and Performing Arts, Career and Technical Education, or Practical Arts</b>
<b>1 Credit Physical Education (w/ integration of health)</b>
<b>.5 Credit Personal Finance</b>
<b>7.5 Elective Credits</b>
<b>* Students must earn a 2.0 grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide exams.</b>

# DIPLOMA DISTINCTIONS and COMMENDATIONS

## Scholar Designation

**In addition to meeting the Standard High School Diploma requirements, in order to earn the scholar designation, a student must satisfy the following requirements:**

- 1 credit in Algebra 2
- Pass the Geometry EOC
- 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology EOC
- 1 credit in Chemistry or Physics
- 1 credit in a science course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC
- 2 credits in the same world language
- Earn at least one credit in AP, IB, AICE or a Dual Enrollment course

## Industry Scholar Designation

**In addition to the meeting the Standard High School Diploma requirements, in order to earn the scholar designation, a student must satisfy the following requirement:**

- Attain one or more industry certifications from the list established under s.1003.492.

## Florida Seal of Fine Arts Designation

**In addition to the meeting the Standard High School Diploma requirements, in order to earn the performing and fine arts designation, a student must satisfy the following requirements:**

Student must meet at least **one (1)** of the following requirements:

- The student must complete at least three (3) year-long courses in dance, music, theatre or the visual arts with a grade of “A” or higher in each course
- or earn three sequential course credits in such courses with a grade of an “A” or higher in each course.

Student must meet at least **two (2)** of the following requirements:

- Complete a fine arts International Baccalaureate, Advanced Placement, dual enrollment, or honors course in Dance, Music, Theatre, or Visual Arts with a grade of “B” or higher
- Participate in a district or statewide organization’s juried event as a selected student participant for two or more years (details from the state will be forthcoming about which events are eligible for this requirement)
- Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences
- Submits a portfolio demonstrating the student is an exemplary practitioner of the fine arts; or
- Receives district, state or national recognition for the creation and submission of an original work of art. An original work of art is one created by the student (dance choreography, musical composition, theatre monologue, etc.)

## **Florida Seal of Biliteracy**

The Florida Seal of Biliteracy identifies students who have attained a certain level of proficiency in at least 2 languages by high school graduation. Its purpose is to recognize students who have learned language(s) in school, as well as those who have acquired language(s) outside of school.

The intention is to encourage our 21st century students to be prepared with the skills that will benefit them in the global marketplace, to recognize the value of world languages and cultures and to honor the diverse languages and cultures within our own community.

Students who have attained the Gold or Silver Seal of Biliteracy will receive the

appropriate seal(s) for their diplomas. The following designations will also be printed on their high school transcripts:

- “G” for Gold Seal of Biliteracy
- “S” for Silver Seal of Biliteracy
- “B” for students who have earned 2 or more Seals of Biliteracy (demonstrated proficiency in 2 or more languages, in addition to English).

### **Requirements:**

- Gold Seal of Biliteracy: 4 or 5 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio.
- Silver Seal of Biliteracy: 3 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio.

## **COLLEGE AND CAREER READY**

At Deland High School each student will have the necessary skills and knowledge to be successful in any post-secondary option they choose. Students will learn to communicate effectively and develop informed arguments, analyze information and data, collaborate, present information and use research to make informed judgements. Students who complete a CCR course and pass the associated exam at any time during their high school years will be eligible for an honors cord at graduation.

Students earn a CCR credit in one of four pathways at DHS:

- (1) Advanced Placement Course and pass AP exam;
- (2) IB course and pass IB exam;
- (3) CTE course and pass industry certification exam;
- (4) dual enrolled course at approved college/university and passing the course with a grade of “C” or better

# ACADEMIES

DeLand High School is proud to offer four academy programs. An academy is defined as a school within a school that offers students’ academic programs organized around broad career themes. Career academies equip students with the necessary skills for both work and post-secondary education through the integration of classroom instruction with work-based learning.

## ENGINEERING ACADEMY

The Engineering Academy is an exciting opportunity for our students to explore the many fields of engineering. The Academy emphasizes math, science, computer, and communication skills, while giving students experience with problem solving, logical sequencing, presentation skills, and organizational skills. Students gain hands-on experience with robotics, computer numerically controlled machines, and other industry specific equipment. This program culminates with an internship opportunity at local engineering and manufacturing industries.

Course Progression for Engineering Academy			
Engineering Tech 1	Engineering Tech 2 (Inventor Exam)	Engineering Tech 3 (Inventor Exam)	Executive Internship
Students have the opportunity to earn industry certification for AutoCAD, Inventor, and Fusion 360.			

## THE COMMUNICATIONS ACADEMY

The Communications Academy at DeLand High will provide students rigorous, hands-on, real-world experiences to prepare them for the industry. Students will have a comprehensive overview of communications in which they can then choose a path to continue throughout their four years of high school. These paths include Digital Design, Digital Video Production, and Journalism. In all paths, students will participate in “market-ready” and “real-world” activities. This includes taking industry exams in the appropriate courses along with being placed in the field with various immersion opportunity hosts.

Course Progression for Communications Academy			
Digital Video Tech 1, Digital Design 1 Or Journalism 1	Digital Video Tech 2, Digital Design 2, or Journalism 2	Digital Video Tech 3 or Journalism 3	Digital Video Tech 4 or Journalism 4
*Industry Certifications can include Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Adobe Premiere Pro and Adobe After Effects.			

## **THE CULINARY ACADEMY**

Students in this academy will cover concepts pertaining to the hospitality and culinary field. Students will learn about the history of the industry, food and kitchen safety, the ins and outs of the restaurant business, management, proper food preparation, and be prepared to pass two industry certifications.

<b>Course Progression for Culinary Academy</b>			
Culinary Arts 1	Culinary Arts 2	Culinary Arts 3	Culinary Arts 4

Industry Certifications will include National Registry of Food Safety Professionals Manager and ServSafe Food Protection Manager.

## **THE AGRICULTURE ACADEMY**

The Academy of Agriculture Business & Management at DeLand High School - will provide students with firsthand learning and real-world experiences through rigorous and relevant project-based instruction that will prepare students for the ever growing and evolving agriculture and business industries. Students will engage in an extensive overview of world agriculture, principles of business, leadership, and management. Students will be immersed in courses that will prepare them for future careers in business, leadership, management, as well as the agriculture field. Students who apply and are accepted into the DeLand High School ABM academy will take part in a unique learning environment that will give them a clear career path, and focus on post-secondary and workforce preparation.

The DeLand Agriculture Academy at DeLand High School offers students a comprehensive and career-focused learning experience through three specialized pathways: *Animal Science and Services*, *Agriculture Business & Leadership*, and *Technical Agriculture Operations (Ag Mechanics)*. Each track provides rigorous, relevant, project-based instruction designed to prepare students for the rapidly growing and evolving agriculture industry, with a strong emphasis on post-secondary education and workforce readiness.

Students have the opportunity to earn industry certification for Agriculture Systems Associate, the Agriculture Associate, the Agritechnology, and the Entrepreneurship and Small Business.

<b>Agriculture Academy- Animal Science</b>			
<b>The Animal Science and Services track prepares students for careers within the animal and veterinary industries by developing skills in planning, management, finance, and technical and production practices.</b>			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Agriscience Foundations for Animal Science	Animal Science 2	Animal Science 3	Animal Science 4

### **Agriculture Academy- Ag Mechanics**

**The Technical Agriculture Operations (Ag Mechanics) track emphasizes the mechanical and technological aspects of agriculture. Students receive practical training in mechanical operations, welding, and small engine maintenance and repair while also developing skills in planning, management, safety, environmental practices, and workforce readiness.**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Agriscience Foundations for Welding	Technical Agriculture Operations 2	Technical Agriculture Operations 3	Technical Agriculture Operations 4

### **Agriculture Academy- Business and Leadership**

**The Agriculture Business & Leadership track focuses on the business and leadership components of the agriculture industry. Students explore world agriculture, principles of business, leadership, and management through applied coursework that prepares them for careers in agribusiness, entrepreneurship, management, and agricultural leadership roles.**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Agriscience Foundations	Agriculture Leadership and Management	Principles of Agribusiness	Advanced Concepts of Agriscience

### **DeLand High School Medical Academy**

The DeLand High School Medical Academy offers a rigorous, science-based curriculum that integrates anatomy, physiology, and the Emergency Medical Responder scope of practice while emphasizing professional communication, medical writing, and presentation skills. Students gain a strong foundation in healthcare systems, disease processes, and evidencebased clinical principles, complemented by training in medical terminology and ethical and legal considerations. Through hands-on experiences, they practice vital sign assessment, splinting, head-to-toe evaluations, Stop the Bleed techniques, CPR certification, first aid, and introductory physical therapy skills, while also exploring the diverse fields of medicine and healthcare to better understand potential career pathways. At level 4, students may pursue EKG Technician certification, ensuring graduates are prepared with both technical expertise and professional competencies essential for success in the medical field.

### **Course Progression for Medical Academy**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Medical Skills & Services	Health Science 1 Anatomy & Physiology Honors	Health Science 2 Foundations Honors	Emergency Medical Responder 3 Honors

Students have the opportunity to be CPR certified and obtain EKG Tech certification.

## SPECIAL PROGRAMS

### DUAL ENROLLMENT

Students in grades 9-12 may take college credit courses at **Daytona State College** and transfer credits earned back to the high school under the following conditions:

1. The student has a minimum unweighted GPA of 3.0 or higher;
2. The course is needed to fulfill a high school graduation requirement;
3. The student has the required score on the Post-Secondary Education Readiness Test (PERT), ACT or SAT.

Students may also select a vocational education program. Students interested in dual enrollment should contact their counselor at least two months prior to registration for the semester they plan to attend.

#### **On Campus Dual-Enrollment Options:**

DeLand High School offers two introductory level dual enrollment courses housed on our campus.

1. SLS1122: Managing Your Success (3 credits)
2. SLS2301: Career Development (3 credits)

Students in grades 9-12 may take college credit courses through **Embry Riddle Aeronautical University** on the DeLand High Campus and earn college credits by following one of the two tracks below. The student must have a minimum unweighted GPA of 2.0 or higher.

<b>ERAU TESA Dual Enrollment Track (Technology, Engineering, Science and Aerospace)</b>			
<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Aerospace Technology 1 Honors	Aerospace Technology 2 Honors	Semester 1: AS 120 Principles of Aeronautical Science  Semester 2: AS 220 Unmanned Aircraft Systems  <b>*Offered beginning in the 26-27 School Year</b>	AS 121 Private Pilot Ground School  <b>*Offered beginning in the 27-28 School Year</b>

## **ADVANCED PLACEMENT PROGRAM**

The Advanced Placement Program (AP) gives high school students the opportunity to pursue college level studies while still in high school with the possibility of receiving college credit upon entering college if they score at a certain level on the AP examinations. These college-level courses are taught by high school teachers on a student's regular campus. AP courses make it possible for academically talented students to increase the challenge of their studies. Participation in the AP exams, administered in May, is required for all students enrolled in an AP course. Students should check the catalogues of colleges and universities in which they are interested to see if they will accept credit. AP courses carry an additional 1.0 quality point value for computing cumulative weighted grade point average.

### **AP courses offered at DeLand High School include:**

<b>AP Arts</b>	<b>AP English</b>	<b>AP Math</b>	<b>AP Science</b>	<b>AP Social Studies</b>
AP Studio Art-Drawing	AP English Language & Composition	AP Statistics	AP Physics I	AP Human Geography
AP Studio Art-2D	AP English Literature & Composition	AP Pre-Calculus	AP Physics II	AP World History
AP Studio Art – 3D		AP Calculus AB	AP Physics C: Mechanics	AP US History
AP-Music Theory		AP Calculus BC	AP Physics C: Electricity & Magnetism	AP US Government
			AP Computer Science A	AP Macroeconomics
			AP Environmental Science	

Some characteristics of successful students in an AP Program include:

- Prerequisite subject skills/knowledge
- Above average reading comprehension
- Avid reader
- Superior writing skills
- AP Potential Indicators based on College Board's PSAT
- Grade point average of 3.0 or higher
- Academically motivated and disciplined
- Encouraging and structured support at home

Research indicates that students who score a 3 or higher on an AP exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students.

**\*A student enrolled in an AP course is required to take the corresponding AP examination in May. The AP exam fee is paid by the district for students enrolled in the course and taking that exam for the first time. Students who fail to take the AP exam will only earn an honors weight for the course (+0.5 weight) and be responsible for any exam fees or cancellation costs.**

**International Baccalaureate Program**



DeLand High School is an IB World School offering the International Baccalaureate Diploma Program. There are over 4,500 current member schools in more than 100 countries certified to offer this comprehensive and academically rigorous curriculum. The IB curriculum reintroduces the Classical Approach to learning utilizing an interdisciplinary approach to integrate the studies and leads to examinations at the end of the 12<sup>th</sup> grade year. In the 50 years since its founding, the IB diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world. The IB curriculum is recognized for admission to colleges and universities throughout the world and successful completion of the IB curriculum satisfies requirements for graduation from the Volusia County School System and earning the IB Diploma qualifies a student for the highest Florida Bright Futures Scholarship award. DeLand High serves as the IB school for students of West Volusia county and area private schools. Transportation is not provided for students living outside of the DeLand High zone.

The DHS Pre-IB course track is a strong academic curriculum for highly motivated and advanced ninth and tenth grade students seeking to participate in the International Baccalaureate Program in the eleventh and twelfth grades. The curriculum provides broad-based liberal arts exposure which will build the prerequisite skills for student success in the IB courses in later years.

To be admitted to the DHS Pre-IB Program, 8th grade students must meet the following criteria:

- Complete an application form
- Have a solid 8<sup>th</sup> grade unweighted cumulative GPA
- Have strong 7<sup>th</sup> grade FAST scores, or if coming from a private school, other standardized test scores
- Obtain recommendations from 3 current academic teachers and 1 current elective teacher
- Provide a writing sample
- Successfully complete Algebra I

The curriculum was developed to give the student a well-rounded, all-inclusive college preparatory education. The college admission process is becoming increasingly selective. With that in mind, the IB program is offered to better prepare students with the strongest academic program available. Students who successfully complete this challenge will graduate with an exemplary education and often receive preferred status for admission to selective colleges and universities along with advanced standing and/or college credit.

The IB Diploma Programme course of study consists of six subject areas: English, Foreign Language, Social Studies, Science, Math and one subject of their choosing. Students sit for examinations in each subject at the end of the 12<sup>th</sup> grade year. Other requirements of the program include a 3000-4000-word Extended Essay on a topic of the student's choice, a course in Theory of Knowledge, and active participation in approved extracurricular activities that serve the community (CAS).

A student enrolled in an IB course is required to take the corresponding IB exam in May. Students who fail to take the IB exam will only earn an honors weight for the course (+0.5 weight) and be responsible for any exam fees or cancellation costs.

**\*\*\*All courses in this Curriculum Guide designated as “Pre-IB” should be considered as “DeLand High Pre-IB”\*\*\***

## DeLand High School Pre-IB and IB Diploma Course Offering



Studies in Language and Literature	Arts	Mathematics	Sciences	Language Acquisition
English 1- Pre-IB	Art 1 - Pre-IB	Geometry Honors	Biology 1 pre-IB	Pre-IB French, Spanish
English 2- Pre-IB	Art 2 - Pre-IB	Algebra 2 Honors	Biology 1- IB	
AP Language and Composition for IB	IB Visual Arts 1	AP Pre-Calculus	Biology 2- IB SL	Pre-IB French, Spanish
English 4- IB	IB Visual Arts 2 (SL)	AP Calculus AB	Biology 3- IB HL	French and Spanish Honors 3
	IB Visual Arts 3 (HL)	AP Calculus BC	Chemistry 1 pre-IB	
		IB Mathematics: Analysis and Approaches 1	AP Chemistry	IB French and Spanish 4-B
<b>Individuals and Societies</b>		IB Mathematics: Analysis and Approaches 2		IB French and Spanish 5-B
AP Human Geography		IB Mathematics: Analysis and Approaches 3		IB Spanish 6-B
AP World History		IB Mathematics: Applications and Interpretations 1	AP Physics 1	
History of Americas- IB		IB Mathematics: Applications and Interpretations 2	Physics 2- IB SL	
Psychology 2- IB-SL		IB Mathematics: Applications and Interpretations 3	AP Physics 2	
Psychology 3- IB-HL			Physics 3- IB HL	
IB World Religions 2 SL			AP Physics C Mechanics	
			AP Physics C: Electricity and Magnetism	

For more information, full course descriptions including grade level offerings and necessary pre-requisites can be found in the corresponding subject area pages



## ART

<b>0101300</b>	<b>TWO-DIMENSIONAL STUDIO ART 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

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

<b>0104340</b>	<b>DRAWING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to emphasize the creation and communication of symbols, ideas, and concepts, sharpen powers of observation, and incorporate cultural and historical connections in a variety of two-dimensional (2-D) works. Students practice sketching, experiment with wet and dry drawing media and techniques for approaches to drawing problems, develop critical thinking skills, and improve mark-making which is fundamental to all visual arts imagery. Figure drawing is introduced, and career and real-world applications will be investigated. Ethical use of art content is stressed. Through the critique process, students evaluate and respond to their own work and the work of others. This course incorporates hands-on activities and consumption of art materials.

<b>0104350</b>	<b>DRAWING 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Drawing 1
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop and refine mark-making, technical, and media skills and create 2-D compositions in which objects are imitated or altered in appearance with changes in lighting and/or artist viewpoint. Students sketch, manipulate, and practice creating subjective and objective drawings based on the structural elements of art, the organizational principles of design, observation, spatial relationships, visualization, reinvention, and research. Compositions incorporate conceptual or informational ideas from still life, landscape, figures, and/or architecture. Through the critique process, students evaluate and respond to their own work and the work of others. This course incorporates hands-on activities and consumption of art materials.

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

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

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

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

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

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques,

and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities, journaling, and consumption of art materials.

<b>0109310</b>	<b>PORTFOLIO DEVELOPMENT: DRAWING HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to work in a self-directed environment toward the development of a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and in a group and focus on expressive content that is progressively more innovative and representative of artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision, artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving abilities related to structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities and consumption of art materials.

☆ <b>0104300</b>	<b>ADVANCED PLACEMENT STUDIO ART: DRAWING PORTFOLIO</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation & must have level one course
	Type of Credit:	Performing Fine Arts

The purpose of this Advanced Placement course is to give an art student the opportunity to develop quality, concentration and breadth in drawing concepts, skills, and techniques. The content should include, but not be limited to, the experiences in the development of perceptual, conceptual, and technical aspects of drawing, painting and/or printmaking. Preparation of the appropriate number of works, digital documentation and upload to The College Board site for portfolio evaluation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Research analysis, sketchbook/journal, and aesthetic and historical criticism are required for this in-depth study in non-linear thinking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. **Students will take the College Board Assessment for this course.**

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

The purpose of this Advanced Placement course is to give advanced students the opportunity to develop quality, concentration, and breadth in a very broad interpretation of two-dimensional (2-D) design issues. This type of visual communication involves purposeful decision-making about how to use the elements and principles of art in skillful

and integrative ways. Preparation of the appropriate number of works, digital documentation, and upload to The College Board site for portfolio evaluation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. **Students will take the College Board Assessment for this course.**

☆0109360	<b>ADVANCED PLACEMENT STUDIO ART: 3-D DESIGN PORTFOLIO</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation & must have level one course
Type of Credit:	Performing Fine Arts	

The purpose of this Advanced Placement course is to give an art student the opportunity to develop quality, concentration and breadth in the three-dimensional (3-D) design portfolio. The content should include, but not be limited to, the experiences in the development of perceptual, conceptual and technical aspects of additive, subtractive, and/or fabrication process when creating sculptural or ceramic forms. Preparation of the appropriate number of works, digital documentation and upload to The College Board site for portfolio evaluation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Research analysis, sketchbook/journal, and aesthetic and historical criticism are required for this in-depth study in non-linear thinking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. **Students will take the College Board Assessment for this course.**

## COMPUTER EDUCATION

☆0200320	<b>ADVANCED PLACEMENT COMPUTER SCIENCE A</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Computer Programming 1
Type of Credit:	Elective	

This course places emphasis on structured and logical design of computer programs. Topics include design and implementation of algorithms that lead to computer programs for solution of problems in areas such as controls, file manipulation, and applications of data structures. **Students will take the College Board Assessment for this course.**

## DANCE

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

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

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

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

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

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

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

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

## DRAMA/THEATRE

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

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

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

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

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

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

<b>☆0400340</b>	<b>THEATRE 4 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
	Type of Credit:	Performing Fine Arts

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

## ENGLISH

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

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

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

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

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

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

☆1001350	<b>ENGLISH 2 HONORS</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 1/English Honors 1/Teacher Recommendation
	Type of Credit:	English/Language Arts

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

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

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

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

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. **Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text

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

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

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

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

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

★ <b>1001420</b>	<b>ADVANCED PLACEMENT LANGUAGE AND COMPOSITION</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 2 Honors or Teacher Recommendation
	Type of Credit:	English/Language Arts

The Advanced Placement course in English Language and Composition is a college-level study of language and writing. Students study rhetoric in a variety of genres to analyze how authors use language. The course emphasizes nonfiction and argumentative writing as preparation for taking the national Advanced Placement exam which many colleges use to award college credits. Mature writing skills are necessary for success in this course. AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation,

claims and evidence, reasoning and organization, and style. **Students will take the College Board Assessment for this course.**

☆1001430	<b>ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 3 Honors or Teacher Recommendation
Type of Credit:	English/Language Arts	

The Advanced Placement course in English Literature and Composition is a college-level study of literature and writing. Students learn how to use the modes of discourse and to recognize assumptions underlying various rhetorical strategies. Through reading, discussion, writing, and listening, students engage literary texts through the resources of language, including literary devices. This course prepares students to take the national Advanced Placement exam which many colleges use to award college credits. AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. **Students will take the College Board Assessment for this course.**

☆1001818	<b>International Baccalaureate English Literature 2 (open to non-IB students)</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 2 Honors or Teacher Recommendation
Type of Credit:	English/Language Arts	

The language A: literature course introduces students to the analysis of literary texts. The course is organized into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. This course aligns to the SL IB examination.

☆1001830	<b>INTERNATIONAL BACCALAUREATE ENGLISH LITERATURE 4 (open to non-IB students)</b>	
	Offered: Credit:	Grade 12
	Length:	1.0
	Prerequisite:	Year
	Type of Credit:	<b>International Baccalaureate English Literature 3</b> English/Language Arts

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. Students will take the SL IB Assessment for this course.

## JOURNALISM

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

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

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

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

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

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

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

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

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

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

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

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

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

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

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

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

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

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

## READING

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

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

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

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

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

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

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

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

## WRITING

<b>1009320</b>	<b>CREATIVE WRITING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

<b>1009330</b>	<b>CREATIVE WRITING 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Creative Writing 1
	Type of Credit:	Elective

The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

<b>1009330</b>	<b>CREATIVE WRITING 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Creative Writing 2
	Type of Credit:	Elective

The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

## **MATHEMATICS**

To provide the best possible placement in mathematics for each student, all mathematics courses require teacher recommendation after their algebra and geometry requirements are met. This will support alignment in their mathematics pathway and sequence.

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

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

**Algebra 1A meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program**

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

The purpose of this course is to formalize and extend the mathematics that students learned in Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. **Students will be required to take the Algebra I End of Course Exam (EOC), which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra EOC for graduation purposes.**

☆1200320	<b>ALGEBRA 1 HONORS</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Math

This course is a rigorous in-depth study of the topics of Algebra 1. In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. **Students will be required to take the Algebra I End of Course Exam (EOC), which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra EOC for graduation purposes.**

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

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

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

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

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

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

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

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

<b>1200340</b>	<b>ALGEBRA 2 HONORS</b>	
	Offered:	Grade 9, 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
	Type of Credit:	Math

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

<b>1200700</b>	<b>MATH FOR COLLEGE ALGEBRA</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 2/Algebra 2 Honors and Geometry/Geometry Honors
	Type of Credit:	Math

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

<b>1200384</b>	<b>MATHEMATICS FOR DATA AND FINANCIAL LITERACY</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 2/Algebra 2 Honors and Geometry/Geometry Honors
	Type of Credit:	Math

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

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

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

☆1202305	<b>Advanced Placement PRE-CALCULUS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 2/Algebra 2 Honors
	Type of Credit:	Math

The purpose of this course is to offer students college-level pre-calculus under the guidelines of the Advanced Placement program. Students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-level mathematics and science courses. The 44 framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. The focus is on preparation for the AP Precalculus exam given by the College Board. Calculators and computers will serve as instructional tools in concept development. Students will take the College Board Assessment for this course.

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

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

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

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

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

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

☆1202320	<b>ADVANCED PLACEMENT CALCULUS BC</b>	
	Offered:	Grade 11 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Advanced Placement Calculus AB
	Type of Credit:	Math

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

## MUSIC

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

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

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

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

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

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

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

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone

production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

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

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

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

<b>1302460</b>	<b>INSTRUMENTAL ENSEMBLE 1</b>	
	Offered:	Grade 9, 10, 11,
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

This course will provide students with extended opportunities for refinement of performance on brasswind, woodwind, percussion or orchestral string instruments in specific standard instrumentation for demonstration of musical independence necessary for ensemble performance; and to develop an awareness of music as an aesthetic whole. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

<b>1302470</b>	<b>INSTRUMENTAL ENSEMBLE 2</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 1.0 Year Instrumental Ensemble 1 Performing Fine Arts

This course will provide students with opportunities for performance on brasswinds, woodwinds, percussion or orchestral strings in specific standard instrumentation. The students shall develop musical independence for performance. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

\* **Jazz Band Students are required to enroll concurrently in a Band 1 – 6 course, with the exception of guitar, string bass, electric bass, and piano players.** The purpose of this course is to introduce students to jazz and popular music styles and interpretations. Emphasis is placed on characteristic tone production and idiomatic performance techniques. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

\* **Jazz Band Students are required to enroll concurrently in a Band 1 – 6 course, with the exception of guitar, string bass, electric bass, and piano players.** The purpose of this course is to develop and extend students' understanding of jazz and popular music. Improvisation, tone production, and performance techniques are emphasized. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

\* **Jazz Band Students are required to enroll concurrently in a Band 1 – 6 course, with the exception of guitar, string bass, electric bass, and piano players.** The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary popular and jazz literature. The content shall include the study and performance of varied medium level popular and jazz idiomatic literature. Improvisation, characteristic tone, individual and ensemble performance techniques, and an appreciation of

the history of jazz in the United States are emphasized and applied. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

\* **Jazz Band Students are required to enroll concurrently in a Band 1 – 6 course, with the exception of guitar, string bass, electric bass, and piano players.** The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. Content shall include the study and performance of varied difficult diverse popular and idiomatic literature. Independence in improvisation, interpretation and performance is emphasized. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a graded requirement of this course.

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

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

<b>1303360</b>	<b>CHORUS REGISTER 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes, they learn beginning music theory, musicianship, and choral performance skills. Public performances may serve as a culmination of specific instructional goals.

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

The purpose of this course is to extend experiences in basic vocal production techniques and part singing, choral performance techniques, vocal tone production, musical literacy and music listening shall be

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

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

Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals.

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

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

<b>1303380</b>	<b>CHORUS REGISTER 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Chorus 2
	Type of Credit:	Performing Fine Arts

Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals.

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

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

<b>1303390H</b>	<b>CHORUS REGISTER 4</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Chorus 3
	Type of Credit:	Performing Fine Arts

Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience.

<b>1303340</b>	<b>CHORUS 5 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
	Type of Credit:	Performing Fine Arts

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

<b>1303350</b>	<b>CHORUS 6 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
	Type of Credit:	Performing Fine Arts

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

<b>1303440</b>	<b>VOCAL ENSEMBLE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

<b>1303450</b>	<b>VOCAL ENSEMBLE 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

<b>1303460</b>	<b>VOCAL ENSEMBLE 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

<b>1303470</b>	<b>VOCAL ENSEMBLE 4 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

## **PHYSICAL EDUCATION**

<b>1501310</b>	<b>FITNESS LIFESTYLE DESIGN</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

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

<b>1501310</b>	<b>FITNESS ISSUES FOR ADOLESCENCE</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

Students will expand their knowledge of physical fitness concepts and engage in activities designed to improve their levels of physical fitness. Information on selected adolescent issues related to fitness and grooming will be explored. The content will include knowledge and application of physical fitness activities that assess and promote the health-related components of fitness. A minimum of three physical activity days each week is recommended so that students may monitor and measure individual fitness levels. Students will monitor and modify individual wellness plans.

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

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

<b>1502420</b>	<b>INDIVIDUAL AND DUAL SPORTS 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

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

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

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

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

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

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

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

<b>1505500</b>	<b>VOLLEYBALL 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

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

<b>1505500</b>	<b>VOLLEYBALL 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

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

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

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

<b>1503315</b>	<b>BASKETBALL 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

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

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

<b>1500440</b>	<b>MARCHING BAND P.E. WAIVER</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	<b>NOT FOR CREDIT</b>

This course is used to denote that a Marching Band Waiver is being used to satisfy the one-half physical education credit required for graduation. Students must have participated in one full season of Marching Band or band auxiliaries. Students are still required to take the 0.5 credit Personal Fitness Course. **THIS COURSE CARRIES NO CREDIT.**

<b>1500445</b>	<b>DANCE P.E. WAIVER</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	<b>NOT FOR CREDIT</b>

This course is used to denote that a Dance Waiver is being used to satisfy the one-half physical education credit required for graduation. Students must have participated in one semester of a dance class. Students are still required to take the 0.5 credit Personal Fitness Course **THIS COURSE CARRIES NO CREDIT.**

<b>1500450</b>	<b>ROTC P.E. YEAR 1 WAIVER</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	<b>NOT FOR CREDIT</b>

This course, **in conjunction with the ROTC P.E. Year 2 Waiver (1500460)**, is being used to satisfy the one-half physical education credit required for graduation. Students must successfully complete an ROTC course with drills and ceremonies. Students are still required to take the 0.5 credit Personal Fitness Course. **THIS COURSE CARRIES NO CREDIT.**

<b>1500410</b>	<b>INTERSCHOLASTIC SPORTS SEASON 1 P.E. WAIVER</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	<b>NOT FOR CREDIT</b>

This course is used to denote that an Interscholastic Sports waiver is being used to satisfy the one-half physical education one-half Personal Fitness credit required for graduation. Students must participate in two full seasons of any combination of Interscholastic Sports at the Varsity or JV level to achieve the waiver. **THIS COURSE CARRIES NO CREDIT.**

<b>1500420</b>	<b>INTERSCHOLASTIC SPORTS SEASON 2 P.E. WAIVER</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	<b>NOT FOR CREDIT</b>

This course is used to denote that an Interscholastic Sports waiver is being used to satisfy the one-half physical education one-half Personal Fitness credit required for graduation. Students must participate in two full seasons of any combination of Interscholastic Sports at the Varsity or JV level to achieve the waiver. **THIS COURSE CARRIES NO CREDIT.**

# JROTC AND MILITARY TRAINING

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

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

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

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

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

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

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

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

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

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

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

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

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

## SCIENCE

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

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

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

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

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

This advanced course provides integrated laboratory experiences and real-life applications in the essential processes of life. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations and changes through time. Students entering this course in 9<sup>TH</sup> grade should have earned a 3 or higher on the 8<sup>TH</sup> grade Florida Statewide Science Assessment and or a 3 on the Reading FSA. Laboratory investigations will include the use of the scientific process, measurement, observations, predictions, reasoning, and problem-solving skills. Preserved animal studies may be a part of this course. The Biology EOC has three Reporting Categories: Molecular and Cellular Biology (35%), Organisms, Populations and Ecosystems (40%), Classification, Heredity and Evolution of Living Organisms (40%). **All students are required to earn a Biology credit. The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

☆2000810	<b>INTERNATIONAL BACCALAUREATE BIOLOGY 2 (Open to Non-IB Students)</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	EQ Science

This rigorous course provides a study of the facts, principles and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. Focus on enriched laboratory activities is integral to this course. Contemporary issues such as feeding the world's population, genetic engineering, population dynamics, etc., are included for critical current and future decision-making. Some preserved animal studies may be a part of this course. Students will take SL IB Assessment.

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

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

☆2001380	<b>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1
	Type of Credit:	Honors EQ Science

The purpose of this course is to study the interaction of man with the environment. The content includes scientific analysis, fundamental principles and concepts about the interdependence of earth's systems, population dynamics, environmental quality, global changes and their consequences. Laboratory investigation of selected topics includes the use of the scientific process, measurement, laboratory apparatus, and safety. **Students will take the College Board Assessment for this course.**

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

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

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

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

2002480	<b>FORENSIC SCIENCE</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	EQ Science

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

2002490	<b>FORENSIC SCIENCE 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	EQ Science

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

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

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

☆2003430	<b>ADVANCED PLACEMENT PHYSICS C: MECHANICS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Physics 1 Honors, Calculus, Teacher Recommendation EQ
	Type of Credit:	Science, Physical

There are two AP Physics C courses which each correspond to approximately a semester of college work. Physics C: Mechanics should provide instruction in each of the following six content areas: kinematics, Newton's laws of motion, work, energy and power, systems of particles and linear momentum, circular motion and rotation and oscillations and gravitation. This course includes a laboratory component comparable to introductory college-level physics laboratories, with a minimum of 20 percent of instruction is focused on laboratory investigations representing a variety of topics covered in this course. **Students will take the College Board Assessment for this course.**

☆2003425	<b>ADVANCED PLACEMENT PHYSICS C: ELECTRICITY AND MAGNETISM</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Physics 1 Honors, Calculus, Teacher Recommendation
	Type of Credit:	EQ Science, Physical

There are two AP Physics C courses which each correspond to approximately a semester of college work. Physics C: Electricity and Magnetism should provide instruction in each of the following five content areas: electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields and electromagnetism. This course includes a laboratory component comparable to introductory college-level physics laboratories, with a minimum of 20 percent of instruction is focused on laboratory investigations representing a variety of topics covered in this course. **Students will take the College Board Assessment for this course.**

☆2003421	<b>ADVANCED PLACEMENT PHYSICS 1</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Physics Honors, Algebra 2 EQ
	Type of Credit:	Science, Physical

This college-level course in physics seeks to prepare the student for credit and/or appropriate placement in a college physics course. AP Physics 1 is algebra-based and is the equivalent to equivalent to a first- semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Twenty-five percent of this course will focus on inquiry investigations. These investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal. **Students will take the College Board Assessment for this course.**

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

This college-level course in physics seeks to prepare the student for credit and/or appropriate placement in a college physics course. AP Physics 2 is algebra-based and is the equivalent to a semester college course in algebra-based physics.

The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Twenty-five percent of this course will focus on inquiry investigations. These investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal. **Students will take the College Board Assessment for this course.**

## SOCIAL STUDIES

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

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

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

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

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

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. This course provides students with the opportunity to analyze the functioning of the economy as a whole, including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money and interdependence. **Students will take the College Board Assessment for this course.**

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

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

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

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

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

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

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

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

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

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and

supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g. Social Studies fair, projects for competitive evaluation, or other teacher-directed projects). **Students will be required to take the exam in order to be awarded credit. The exam will be worth 30% of the overall final course grade.**

☆2100330	<b>ADVANCED PLACEMENT U.S. HISTORY</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Honors/or AP Social Studies Courses/Teacher Recommendation U.S.
	Type of Credit:	History

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides the analytical skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. Higher order thinking skills such as evaluating, analyzing, and problem solving will be emphasized. Content will include the development of American culture and institutions as well as ideals and characteristics; enlightened thinking and the socioeconomic and political forces and compromises that formed the Constitution, the Bill of Rights, and the Declaration of Independence; changing interpretations of the Constitution, and individual rights; sectionalism as a change force; the relationship between technological change and societal reaction; the variety of changing American lifestyles; changes in American foreign policy; the capitalistic free enterprise economic system; and the future of our nation based on current trends. **Students will take the College Board Assessment for this course.**

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

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

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

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

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

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

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

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

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

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

Options:

**SGA/Renaissance Leadership: Grades 10–12 • Application Required**

The SGA/Renaissance Leadership course at DeLand High School empowers students to develop strong communication, collaboration, and organizational skills while taking an active role in campus culture. Through

project-based learning, schoolwide initiatives, and community engagement, students gain real-world experience in planning events, managing responsibilities, and leading with integrity. Leadership students serve as ambassadors of Bulldog pride and help shape a positive, inclusive school environment. Because Leadership is a selective, service-oriented program, **students must apply and be accepted before being placed in the course.**

**Language Leaders: See Ms. Morgan**

## **WORLD LANGUAGES**

*\*A student who has earned 4 language credits with a 3.0 unweighted average in a single language will receive the Florida Seal of Biliteracy at graduation. Without 4 credits, any student will earn the Florida Seal of Biliteracy with an A, B, C, D, or E on an AICE World Language Test, a 3, 4 or 5 on an AP World Language & Culture test or a 4, 5, 6 or 7 on an IB World Language test.*

**(note: Not Literature Courses)**

<b>0701320</b>	<b>FRENCH 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	World Language

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

<b>0701330</b>	<b>FRENCH 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	French 1
	Type of Credit:	World Language

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

<b>☆0701340</b>	<b>FRENCH 3</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	French 2
	Type of Credit:	World Language

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

☆0701350	<b>FRENCH 4 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	French 3
	Type of Credit:	World Language

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

☆0701360	<b>FRENCH 5 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	French 4
	Type of Credit:	World Language

French 5 expands the skills acquired by students in French 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

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

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

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

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

☆0708360	<b>SPANISH 3 HONORS – Offered through Volusia Online Learning</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 2
	Type of Credit:	World Language

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

☆0708370	<b>SPANISH 4 HONORS – Offered through Volusia Online Learning</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 3
	Type of Credit:	World Language

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

☆0700980, 990, 1980, 1990, 2980, 2990, 3980, 3990	<b>WORLD LANGUAGE TRANSFER CREDIT 1-4, 5-8</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	NONE
	Type of Credit:	World Language

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language. World Language transfer credits will be applied for any student who demonstrates proficiency according to the Florida Seal of Biliteracy requirements, up to 4 credits per language to make a total of 4 credits in that language.

☆0791920	<b>WORLD LANGUAGE WAIVER</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	NONE
	Length:	Year
	Prerequisite:	NONE
	Type of Credit:	World Language

World Language Waiver will be applied for any student who has demonstrated proficiency according to the Florida Seal of Biliteracy requirements but has not earned the Bright Futures requirement of 2 high school World Language credits. **THIS COURSE CARRIES NO CREDIT.**

# EXCEPTIONAL STUDENT

# EDUCATION

## Exceptional Student Education Table of Contents

Multi-VE and VE Modified (Access Programs) .....	65
Special Skills Courses.....	67
Vocational Education For Students With Disabilities .....	68
ABCD Schedule: Standard Diploma Via Access Courses .....	70
Separate Class	
Mild VE , ASD, and SC-EBD.....	72
Special Skills Courses.....	72
All Programs	
Special Skills Courses .....	72
Therapy courses .....	73

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## SPECIAL SKILLS COURSES

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

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

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

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

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

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

## VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

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

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

career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees. This entire course may not be mastered in one year.

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

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

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

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

## ABCD SCHEDULE: STANDARD DIPLOMA VIA ACCESS COURSES

Schedule A 2023-2024	Schedule B 2024-2025	Schedule C 2025-2026	Schedule D 2026-2027
Access Geometry 7912065	Access Algebra 1 7912075	Access Geometry 7912065	Access Algebra 1 7912075
Access Physical Science 7920022	Access Biology 7920015	Unique Skills or elective course, as needed	Access Earth/Space Science 7920020
Access World History 7921027	Access US History 7921025	(½) Access Economics with Financial Literacy 7921022	Access HOPE (Health Opp. Through Phys. Ed.) 7915015
		(½) Access US Government 7921015	
Self Determination 7963140	Self Determination 7963140	Self Determination 7963140	Self Determination 7963140
Access English 1 – 7910120 (9) Access English 2 – 7910125 (10)		Access English 3 – 7910130 (11) Access English 4 – 7910135 (12)	
<p><i>One of the following:</i></p> <p>Career Preparation - 7980110</p> <p>Career Experience – 7980120</p> <p>Supported Competitive Employment – 7980150</p>			
<p><i>One or more of the following:</i></p> <p>Unique Skills: Independent Functioning 9-12 – 7963160</p> <p>Unique Skills: Social &amp; Emotional 9-12 – 7963070</p> <p>Unique Skills: Communication 9-12 – 7963150</p> <p>ine/Performing Arts course (Access or general education course)</p> <p>General Ed Elective(s)</p>			

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

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

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

### **Instructional Strategies**

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

## **ALL PROGRAMS SPECIAL SKILLS COURSES**

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

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

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

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

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

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

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

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

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

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

### **THERAPY COURSES**

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

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

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

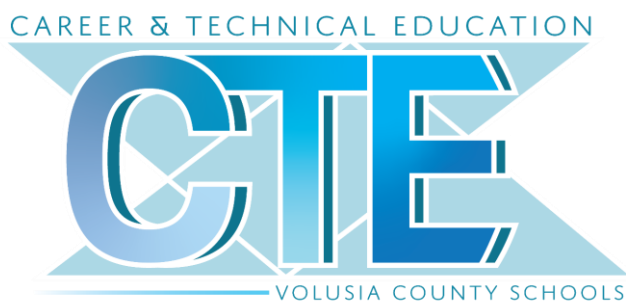
The purpose of this course is to provide instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum to benefit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

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

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

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

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



# INDUSTRY CERTIFICATION EXAMS (ICE)

## HIGH SCHOOL PROGRAM AREAS

### Table of Contents

Agriculture, Food, & Natural Resources Cluster .....	75
Architecture & Construction Cluster .....	78
Arts, A/V, Technology, & Communication Cluster .....	79
Business Management & Administration Cluster .....	81
Education & Training Cluster .....	82
Engineering & Technology Cluster .....	84
Health Science Cluster .....	86
Culinary Arts .....	87
Personal Finance and Money Management .....	88

## **AGRICULTURE, FOOD & NATURAL RESOURCES CLUSTER**

<b>8106810H</b>	<b>AGRISCIENCE FOUNDATIONS 1 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	EQ	

This honors course offers extensive experience in Agriscience. In addition to fulfilling all requirement of Agriscience Foundations 1, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

<b>8009110H</b>	<b>AGRICULTURE LEADERSHIP &amp; MANAGEMENT HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriscience Foundations 1	
	Type of Credit:	VO	

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

<b>8100330</b>	<b>ADVANCED CONCEPTS OF AGRISCIENCE</b>		<b>Career Prep</b>
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Teacher Recommendation	
	Type of Credit:	EQ	

The purpose of this one-credit course is to provide students who have completed, or are currently completing, an OCP in an agricultural program, a capstone experience in research or problem solving. The content is prescribed by the instructor based upon the individual student's assessed needs.

<b>8106210</b>	<b>ANIMAL SCIENCE AND SERVICES 2</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriscience Foundations 1	
	Type of Credit:	VO	

This course is designed to develop competencies in the areas of safety; animal behavior; animal welfare; animal control; and employability skills.

<b>8106220</b>	<b>ANIMAL SCIENCE AND SERVICES 3</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Animal Science and Services 2	
	Type of Credit:	VO	

This course is designed to develop competencies in the areas of animal digestive systems; animal breeding; preventive medicine and disease control; control of parasites; animal marketing; and analyzing records.

<b>8106230</b>	<b>ANIMAL SCIENCE AND SERVICES 4</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Animal Science and Services 3	
	Type of Credit:	VO	

This course is designed to develop competencies in the areas of animal digestive systems; animal breeding; preventive medicine and disease control; control of parasites; animal marketing; and analyzing records.

<b>8009120H</b>	<b>PRINCIPLES OF AGRIBUSINESS</b>		<b>Career Prep</b>
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriculture Leadership & Management	
	Type of Credit:	EC	

This course provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the agribusiness sector within the Agriculture, Food and Natural Resources career cluster. The content includes but is not limited to instruction that prepares individuals to apply the economic and business principles involved in the organization, operation and management of farms and agricultural business. Subject matter includes finance, laws, labor, machinery, facilities, and marketing, as well as leadership, communication, employability and human relations skills.

<b>8005110</b>	<b>TECHNICAL AGRICULTURAL OPERATIONS 2 (Welding)</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriscience Foundations 1	
	Type of Credit:	VO	

This course is designed to develop competencies in the areas of safety; selection and use of tools; planning and building projects and construction of agricultural structures, including the use of electrical circuits, plumbing, concrete and masonry; and employability skills.

<b>8005120</b>	<b>TECHNICAL AGRICULTURAL OPERATIONS 3 (Welding)</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriscience Foundations 2	
	Type of Credit:	VO	

This course is designed to develop competencies in the areas of safety; selection and use of tools; planning and building projects and construction of agricultural structures, including the use of electrical circuits, plumbing, concrete and masonry; and employability skills.

<b>8005130</b>	<b>TECHNICAL AGRICULTURAL OPERATIONS 4 (Welding)</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriscience Foundations 2	
	Type of Credit:	VO	

Students will learn to keep records, weld, braze, and cut, using appropriate equipment, operate, service, test, and maintain agricultural machinery and equipment. Discuss the role of refrigeration in agriculture. Demonstrate knowledge of new and emerging technologies in agriculture. Diagnose, service, and repair the lubrication systems.

<b>8100100 DIRECTED STUDY</b>	<b>AGRICULTURE, FOOD AND NATURAL RESOURCES</b>		<b>Career Prep</b>
	Offered:	Grade 11, 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	Completion of Agriculture, Food & Natural Resources Career Prep Program	
	Type of Credit:	VO	

This course provides students with learning opportunities in a prescribed program of study within the Agriculture, Food and Natural Resources cluster that will enhance opportunities for employment in the career field chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. This course may be taken only by a student who has completed a job preparatory program in the Agriculture, Food and Natural Resources career cluster.

## ARCHITECTURE & CONSTRUCTION CLUSTER

<b>8722010</b>	<b>BUILDING TRADES &amp; CONSTRUCTION DESIGN TECHNOLOGY 1</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Building Trades and Construction Design Technology 1	
	Type of Credit:	VO	

The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, understanding all aspects of the industry, the use of hand and power tools, employability skills, human relations and leadership skills and related construction theory

<b>8722020</b>	<b>BUILDING TRADES &amp; CONSTRUCTION DESIGN TECHNOLOGY 2</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Building Trades and Construction Design Technology 1	
	Type of Credit:	VO	

The purpose of this course is to develop the competencies necessary for the building, construction, and repair industry. These competencies relate to communication and computer skills; construction components, materials and hardware; and blueprints, specifications, and construction documents.

<b>8722030H</b>	<b>BUILDING TRADES &amp; CONSTRUCTION DESIGN TECHNOLOGY 3 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Building Trades and Construction Design Technology 2	
	Type of Credit:	PA	

The purpose of this course is to develop the competencies necessary for the building, construction and repair industry. These competencies relate to entrepreneurship, building codes and regulations, and CAD drawings and construction documents.

<b>8722040</b>	<b>BUILDING TRADES &amp; CONSTRUCTION DESIGN TECHNOLOGY 4</b>		<b>Career Prep</b>
	Offered:	Grade 10-12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Building Trades and Construction Design Technology 3	
	Type of Credit:	PA	

The purpose of this course is to develop the competencies necessary for the building, construction and repair industry. These competencies relate to entrepreneurship, building codes and regulations, and CAD drawings and construction documents.

## ARTS, A/V TECHNOLOGY & COMMUNICATION

<b>8201410H</b>	<b>DIGITAL VIDEO TECHNOLOGY 1 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	PA	

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

<b>8201420H</b>	<b>DIGITAL VIDEO TECHNOLOGY 2 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Video Technology 1 Honors	
	Type of Credit:	PA	

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

<b>8201430H</b>	<b>DIGITAL VIDEO TECHNOLOGY 3 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Video Technology 2 Honors	
	Type of Credit:	PA	

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

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

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

<b>8209510H</b>	<b>DIGITAL DESIGN 1 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Information Technology	
	Type of Credit:	PA	

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

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

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

<b>8209520H</b>	<b>DIGITAL DESIGN 3 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Design 2 Honors	
	Type of Credit:	PA	

This course continues the development of industry-standard skills required for careers in digital design. The content includes the use of software and equipment to perform digital publishing and digital imaging activities. Students continue to learn about communication, collaboration and decision-making activities, critical thinking and problem solving.

<b>8209520H</b>	<b>DIGITAL DESIGN 4 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Design 3 Honors	
	Type of Credit:	PA	

This course is designed to develop advanced industry-standard skills required for careers in digital design. The content includes the use of software and equipment, including digital video cameras and video/audio editing software.

## EDUCATION & TRAINING CLUSTER

<b>8405110</b>	<b>EARLY CHILDHOOD EDUCATION 1</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	VO	

The purpose of this course is to assist students to identify career and job opportunities; to maintain a safe, clean and healthy learning environment; to identify principles of child development; to identify age-appropriate physical, intellectual, social and emotional development activities; and to identify rules and regulations that govern childcare.

<b>8405120</b>	<b>EARLY CHILDHOOD EDUCATION 2</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Early Childhood Education 1	
	Type of Credit:	VO	

The purpose of this course is to assist students to identify various observations and recording methods; to maintain a safe, clean and healthy learning environment; to guide physical, intellectual, social and emotional development activities; to assist with the food service program; to use appropriate guidance and discipline techniques, and to identify and report suspected child abuse and neglect.

<b>8405130</b>	<b>EARLY CHILDHOOD EDUCATION 3</b>		<b>Career Prep</b>
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Early Childhood Education 2	
	Type of Credit:	PA	

The purpose of this course is to assist students to guide young children in physical, intellectual, social and emotional development activities; to demonstrate communication and employability skills and to develop and maintain a professional attitude toward child care.

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

The purpose of this course is to assist students to guide young children in physical, intellectual, social and emotional development activities; to demonstrate communication and employability skills and to develop and maintain a professional attitude toward child care.

<b>8500100</b>	<b>EDUCATION &amp; TRAINING -DIRECTED STUDY</b>	
	Offered:	Grade 11, 12
	Credit:	Multiple
	Length:	Year
	Prerequisite:	Completion of an Education & Training Career Prep Program
	Type of Credit:	VO

This course provides students with learning opportunities in a prescribed program of study within the Education and Training cluster that will enhance opportunities for employment in the career field chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. This course may be taken only by a student who has completed a job preparatory program in the Education and Training career cluster.

## **ENGINEERING & TECHNOLOGY EDUCATION**

<b>8401110H</b>	<b>APPLIED ENGINEERING TECHNOLOGY 1 HONORS</b>	
	Offered:	Grade 9, 10,
	Credit:	1.0
	Length:	Year
	Prerequisite:	Acceptance to the Engineering Academy, 2.5 overall GPA, at least
	Type of Credit:	a C-average in Algebra 1 PA

This honors course introduces students to engineering, design, and manufacturing. Students will learn various CAD platforms (e.g., AutoCAD, Inventor, and Fusion 360), CNC machining, architecture, robotics, and the design process for building and testing different projects.

<b>8401120H</b>	<b>APPLIED ENGINEERING TECHNOLOGY 2 HONORS</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	2.5 overall GPA, 2.5 in Engineering Tech 1
	Type of Credit:	VO

Students will continue learning concepts, skills, and applications of engineering, design, and manufacturing in this honors level course. More focus will be given for electronics, such as soldering, and programmable electronics, such as Arduino's. Students will also accelerate their skills for CAD platforms, 3D printing, robotics, and design projects.

<b>8401130H</b>	<b>APPLIED ENGINEERING TECHNOLOGY 3 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	2.5 overall GPA, 3.0 in Engineering
	Type of Credit:	PA

This honors course emphasizes the applications of engineering, manufacturing, and design. Students will use knowledge and skills learned in Engineering Tech 1 and 2 to design, construct, and test more complex design projects that focus on four key engineering disciplines: mechanical, electrical, civil, and environmental

<b>8601900</b>	<b>ADVANCED TECHNOLOGY APPLICATIONS</b>	
	Offered:	Grade 11, 12
	Credit:	Multiple
	Length:	Year
	Prerequisite:	3.0 overall GPA, 3.5 in Engineering Tech 3, successful completion of the Career Shadow, passing score on our Industry Certification Exam
	Type of Credit:	PA

The purpose of this course is to provide students with the opportunity to develop a project from vision to reality. Students will work in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished senior project. This will involve using all the knowledge previously learned, not only in engineering & technology education but also across the integrated curriculum. NOTE: This course will be double-blocked Periods 6 & 7 during the fall semester.

<b>8300430</b>	<b>CAREER &amp; TECHNICAL EDUCATION INTERNSHIP</b>		<b>Career Prep</b>
	Offered:	Grade 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	3.0 overall GPA, 3.5 in Advanced Tech Apps, must provide own transportation for internship	
	Type of Credit:	VO	

This course provides students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment. To enroll in the internship, a student must be currently enrolled in or has completed a career course/program. Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned. **Students must provide their own transportation.** NOTE: This course will be double-blocked Periods 6 & 7 during the spring semester.

☆0200320	<b>ADVANCED PLACEMENT COMPUTER SCIENCE A</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Computer Programming 1
Type of Credit:	Elective	

This course places emphasis on structured and logical design of computer programs. Topics include design and implementation of algorithms that lead to computer programs for solution of problems in areas such as controls, file manipulation, and applications of data structures. **Students will take the College Board Assessment for this course.**

## **HEALTH SCIENCE**

<b>8400320</b>	<b>MEDICAL SKILLS &amp; SERVICES HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
Type of Credit:	VO		

This course provides students with practical generic skills in health science education. The student will be able to describe services by provided by health occupations career clusters; demonstrate basic health skills, including first aid and CPR; understand responsible consumer decision making regarding health screening and health care management; discuss legal aspects for the health consumer; and identify the use of computers and technology in the health care field.

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

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

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

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

<b>8417171</b>	<b>EMERGENCY MEDICAL RESPONDER 3 HONORS</b>		<b>Career Prep</b>
	Offered:	11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Health Science Foundations	
	Type of Credit:	VO	

This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for an Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the musculo-skeletal system of the body.

## **CULINARY ARTS**

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

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

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

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

<b>8800530</b>	<b>CULINARY ARTS 3</b>		<b>Career Prep</b>
	Offered:	10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Culinary Arts 2	
	Type of Credit:	VO	

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

<b>8800540</b>	<b>CULINARY ARTS 4/TRACK 1</b>		<b>Career Prep</b>
	<b><i>CULINARY &amp; HOSPITALITY MANAGEMENT</i></b>		
	Offered:	11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Culinary Arts 3	
	Type of Credit:	VO	

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 focuses on Culinary and Hospitality Management. This is a culminating course to develop advanced culinary techniques and skills. Students learn using modern technology and culinary trends. To complete the program, students must complete either Track 1 or Track 2 or Track 3. Students may complete more than one track. competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success, eCommerce marketing, planning as related to a marketing industry.

## **Personal Finance and Money Management**

<b>2102372</b>	<b>PERSONAL FINANCIAL LITERACY (Graduation Requirement)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Elective

This course will provide students with basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision- making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.



## Program of Studies 2025-2026

<b>☆0114800</b>	<b>FLORIDA'S PREINTERNATIONAL BACCALAUREATE ART 1</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Acceptance
	Type of Credit:	Performing Fine Arts

This course is designed to produce personal visual statements and develop an understanding of the complex language of visual symbols which form a part of every culture. Students will identify and demonstrate through studio experience, the visual elements and compositional principles, apply knowledge of a variety of media, tools, and techniques, identify and analyze major works of art, styles, periods, and cultures, develop an understanding of the aesthetic merit of art works through the study, analysis, and discussion of aesthetics, describe, analyze interpret, and judge works of art, and initiate the development of a portfolio consistent with the aims of the International Baccalaureate program Research is required throughout preliminary planning, ideation and media experimentation of visual elements.

	<b>FLORIDA'S PREINTERNATIONAL BACCALAUREATE ART 2</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre IB Art 1
	Type of Credit:	Performing Fine Arts

Concepts and style will be further developed and refined. Students will identify and demonstrate through studio experience, the visual elements and compositional principles, apply knowledge of a variety of media, tools, and techniques, identify and analyze major works of art, styles, periods, and cultures, develop an understanding of the aesthetic merit of art works through the study, analysis, and discussion of aesthetics, describe, analyze interpret, and judge works of art, and initiate the development of a portfolio consistent with the aims of the International Baccalaureate program. Research is required throughout preliminary planning, ideation and media experimentation of visual elements.

<b>☆0114815</b>	<b>INTERNATIONAL BACCALAUREATE VISUAL ARTS I</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Acceptance
	Type of Credit:	Performing Fine Arts

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. As students reach their 11<sup>th</sup> and 12<sup>th</sup> grade year in IB Art or Photography they are working towards presenting a portfolio of work that will be examined, along with research that explains why certain ideas, projects, media, techniques, etc. were pursued. Research is required throughout preliminary planning, ideation and media experimentation of visual elements. Students should have had a previous art class(es) in this IB Art area of study before going into this higher-level class.

☆0114825	<b>INTERNATIONAL BACCALAUREATE VISUAL ARTS 2 (SL)</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art IB 1
Type of Credit:	Performing Fine Arts	

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. As students reach their 11<sup>th</sup> grade year in IB Art or Photography they are working towards presenting a portfolio of work that will be examined, along with research that explains why certain ideas, projects, media, techniques, etc. were pursued. Research is required throughout preliminary planning, ideation and media experimentation of visual elements. Students should have had a previous art class(es) in this IB Art area of study before going into this higher-level class. **Students will take SL IB Assessment.**

☆0114835	<b>INTERNATIONAL BACCALAUREATE VISUAL ARTS 3 (HL)</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art IB 2
Type of Credit:	Performing Fine Arts	

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. As students reach their 12<sup>th</sup> grade year in IB Art or Photography they are working towards presenting a portfolio of work that will be examined, along with research that explains why certain ideas, projects, media, techniques, etc. were pursued. Research is required throughout preliminary planning, ideation and media experimentation of visual elements. Students should have had a previous art class(es) in this IB Art area of study before going into this higher-level class. **Students will take HL IB Assessment.**

☆0200800	<b>INTERNATIONAL BACCALAUREATE COMPUTER STUDIES 1</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Computer Programming 1
Type of Credit:	Elective	

This course is for IB students only. It is designed to prepare the student to take the IB examination. This course will refine the student's ability to design algorithms that lead to computer programs which solve problems in areas of control, file manipulation, and applications requiring complex data structures.

☆0200810	<b>INTERNATIONAL BACCALAUREATE COMPUTER STUDIES 2</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Computer Studies 1
Type of Credit:	Elective	

This course is for IB students only. It is designed to prepare the student to take the IB examination. This course will refine the student's ability to design algorithms that lead to computer programs which solve problems in areas of control, file manipulation, and applications requiring complex data structures. **Students will take SL IB Assessment.**

☆0200820	<b>INTERNATIONAL BACCALAUREATE COMPUTER STUDIES 3</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Computer Studies 2
Type of Credit:	Elective	

Students will demonstrate knowledge of error analysis, data types and structures, and recursion within the context of modular programming. Various input and storage devices will be used. An emphasis will be placed upon understanding the role and limitation of computers in our society. Content specified by the International Baccalaureate Computer Studies Program underlies this course. **Students will take HL IB Assessment.**

#### **DANCE**

☆0300650	<b>FLORIDA'S PREINTERNATIONAL BACCALAUREATE DANCE</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Acceptance into the IB Program
Type of Credit:	Performing Fine Arts	

This course is designed for dancers who have mastered the basics in two or more dance forms, builds technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

☆0300655	<b>INTERNATIONAL BACCALAUREATE DANCE 1</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-IB Dance 1/Teacher Recommendation
Type of Credit:	Performing Fine Arts	

The intent of this course is to broaden the students' perspective on the role of dance as practiced by different cultures reflecting each cultures traditions, societal values, and beliefs. Students will further explore the three aspects of the curriculum including: performance, composition & analysis, and world investigation. Students will continue to learn and perform dance repertoire, student choreography, & individual choreography. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

☆0300660	<b>INTERNATIONAL BACCALAUREATE DANCE 2</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-IB Dance 1/Teacher Recommendation
Type of Credit:	Performing Fine Arts	

The intent of this course is to broaden the students' perspective on the role of dance as practiced by different cultures reflecting each cultures traditions, societal values, and beliefs. Students will further explore the three aspects of the curriculum including: performance, composition & analysis, and world investigation. Students will continue to learn and perform dance repertoire, student choreography, & individual choreography. **Students will take SL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

☆0300670	<b>INTERNATIONAL BACCALAUREATE DANCE 3</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Dance 2 SL/Teacher Recommendation
Type of Credit:	Performing Fine Arts	

The intent of this course is to advance and increase the students' perspective on the role of dance as practiced by different cultures reflecting each cultures traditions, societal values, and beliefs. This phase will focus on completing the three aspects of the curriculum including: performance, composition & analysis, and world investigation. Students will stage personal choreography, perform repertoire, and submit a world investigation paper and process paper for testing. **Students will take HL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

### DRAMA/THEATRE

☆0400810	<b>INTERNATIONAL BACCALAUREATE THEATRE 1</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Drama or Acting 1
Type of Credit:	Performing Fine Arts	

The Theatre 1-IB course will focus on the historical examination of theatre to understand various cultures and the art form. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

☆0400820	<b>INTERNATIONAL BACCALAUREATE THEATRE 2</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Theatre 1-1B
Type of Credit:	Performing Fine Arts	

The Theatre 2-IB course will focus on the historical examination of theatre to understand various cultures and the art form. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Students **will take SL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

0400830	<b>INTERNATIONAL BACCALAUREATE THEATRE 3</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Theatre 2-IB
Type of Credit:	Performing Fine Arts	

The purpose of this course is to provide in-depth training in theatrical skills, technical skills, and self-development in the art. Extensive research will be incorporated into this course. The Theatre 3-IB course will focus on the historical examination of theatre to understand various cultures and the art form. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. **Students will take HL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

**ENGLISH**

★1001800	<b>FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE ENGLISH 1</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Acceptance
	Type of Credit:	English/Language Arts

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

★1001810	<b>FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE ENGLISH 2</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Florida's Pre-international Baccalaureate English 1
	Type of Credit:	English/Language Arts

The major content will include, but not be limited to, instruction in genres and universal themes found in the literature of England. Advanced skills in literary analysis will be applied in composition and discussion. Vocabulary study will focus on preparation for college entrance examinations. Major projects will include research on a literary topic leading to a thesis paper. This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. This course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

★1001818	<b>International Baccalaureate English Literature 2 (open to non-IB students)</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 2 Honors or Teacher Recommendation
	Type of Credit:	English/Language Arts

The language A: literature course introduces students to the analysis of literary texts. The course is organized into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the

ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. This course aligns to the SL IB examination.

☆1001830	<b>INTERNATIONAL BACCALAUREATE ENGLISH LITERATURE 4</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 12 1.0 Year <b>International Baccalaureate English Literature 3</b> English/Language Arts

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves. Students will take the SL IB Assessment for this course.

☆0701800	<b>FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE FRENCH 1</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9 1.0 Year IB Acceptance World Language

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

☆0701810	<b>FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE FRENCH 2</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10 1.0 Year Pre-IB French 1 World Language

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

☆0701830	<b>INTERNATIONAL BACCALAUREATE FRENCH 4</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11 1.0 Year Pre-IB French 2 World Language

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

☆0701840	<b>INTERNATIONAL BACCALAUREATE FRENCH 5</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB French 4-B
Type of Credit:	World Language	

The purpose of this course is to prepare students to take the IB examination. This course is designed to expand and fine-tune the students' comprehension and language production to near-native fluency. Full-length literary works will be read and analyzed in the target language. ***Students will take SL IB Assessment.***

☆0708800	<b>FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE SPANISH 1</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Acceptance
Type of Credit:	World Language	

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

☆0708810	<b>FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE SPANISH 2</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-IB Spanish 1
Type of Credit:	World Language	

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

0708830	<b>INTERNATIONAL BACCALAUREATE SPANISH 4</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Spanish 3
	Type of Credit:	World Language

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

☆0708840	<b>INTERNATIONAL BACCALAUREATE SPANISH 5</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Spanish 4
	Type of Credit:	World Language

The purpose of this course is to prepare students to take the IB examination. This course is designed to expand and to refine the students' comprehension and language production to near-native fluency. Full-length literary works will be read and analyzed in the target language. **Students will take SL IB Assessment.** Any student who has earned 4 world language credits with a 3.0 unweighted average in a single language will receive the Florida Seal of Biliteracy at graduation.

☆0708865	<b>INTERNATIONAL BACCALAUREATE SPANISH 6</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Spanish 5
	Type of Credit:	World Language

The purpose of this course is to prepare students to take the IB examination. This course is designed to expand and to refine the students' comprehension and language production to near-native fluency. Full-length literary works will be read and analyzed in the target language. **Students will take HL IB Assessment.**

## MATHEMATICS

☆1209300	<b>INTERNATIONAL BACCALAUREATE MATHEMATICS: APPLICATIONS AND INTERPRETATION 1</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Acceptance into IB Program
	Type of Credit:	Math

The aim of this course is to enable students to develop mathematical knowledge, concepts and principles, develop logical, critical and creative thinking and employ and refine their powers of abstraction and generalization. Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

☐1209305	<b>INTERNATIONAL BACCALAUREATE MATHEMATICS: APPLICATIONS AND INTERPRETATION 2</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Acceptance into IB Program
	Type of Credit:	Math

The aim of this course is to further enable students to develop mathematical knowledge, concepts and principles, develop logical, critical and creative thinking and employ and refine their powers of abstraction and generalization. Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. Students will take the SL IB Assessment.

☆1209310	<b>INTERNATIONAL BACCALAUREATE MATHEMATICS: APPLICATIONS AND INTERPRETATION 3</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Acceptance into IB Program
	Type of Credit:	Math

The aim of this course is to further enable students to develop mathematical knowledge, concepts and principles, develop logical, critical and creative thinking and employ and refine their powers of abstraction and generalization. Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. Students will take the HL IB Assessment for this course.

☆1201325	<b>INTERNATIONAL BACCALAUREATE MATHEMATICS: ANALYSIS AND APPROACHES 1</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Acceptance into IB Program
	Type of Credit:	Math

The aims of all DP mathematics courses are to enable students to: z develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power z develop an understanding of the concepts, principles and nature of mathematics z communicate mathematics clearly, concisely and confidently in a variety of contexts z develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics.

☆1201330	<b>INTERNATIONAL BACCALAUREATE MATHEMATICS: ANALYSIS AND APPROACHES 2</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Acceptance into IB Program
	Type of Credit:	Math

The aims of all DP mathematics courses are to enable students to: z develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power z develop an understanding of the concepts, principles and take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities. Students will take the SL IB Assessment.

☆1201335	<b>INTERNATIONAL BACCALAUREATE MATHEMATICS: ANALYSIS AND APPROACHES 3</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Acceptance into IB Program
	Type of Credit:	Math

The aims of all DP mathematics courses are to enable students to take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities z appreciate how developments in technology and mathematics influence each other z appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics z appreciate the universality of mathematics and its multicultural, international and historical perspectives z appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course z develop the ability to reflect critically upon their own work and the work of others z independently and collaboratively extend their understanding of mathematics. Students will take the HL IB Assessment.

## MUSIC

☆1300800	<b>FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE MUSIC 1</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Performing Fine Arts	

This course will introduce students to the rudiments of music and its study, using the techniques of listening, performing and composing implemented through the use of keyboard, computer-assisted instruction and/or other performance media. This course is intended to develop a historical perspective of music from the Plainsong Era to present day, an awareness of the multi-cultural aspect of music, social skills, and to further develop formal study of music through the conducting and directing of ensembles. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

☆1300810	<b>FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE MUSIC 2</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre IB Music 1
Type of Credit:	Performing Fine Arts	

This course aims to further the students introduction to the rudiments of music and its study, using the techniques of listening, performing and composing implemented through the use of keyboard, computer-assisted instruction and/or other performance media. This course is intended to develop a historical perspective of music from the Plainsong Era to present day, an awareness of the multi-cultural aspect of music, social skills, and to further develop formal study of music through the conducting and directing of ensembles. Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

☆1300818	<b>INTERNATIONAL BACCALAUREATE MUSIC 2</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-IB Music
Type of Credit:	Performing Fine Arts	

The purpose of this course is to further the IB students' knowledge of the rudiments of music and its study, using the techniques of listening, performing and composing implemented through use of keyboard, computer-assisted instruction and/or other performance media. This course will further develop a historical perspective of music from the Plainsong Era to present day, develop an awareness of the multicultural aspect of music, and further develop social skills and further formal study of music through the conducting and directing of ensembles. This course will also prepare the IB student for further the formal study of the science of music in higher education. **Students will take SL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

☆1300820	<b>INTERNATIONAL BACCALAUREATE MUSIC 3</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to further the IB students' knowledge of the rudiments of music and its study, using the techniques of listening, performing and composing implemented through use of keyboard, computer-assisted instruction and/or other performance media. This course will further develop a historical perspective of music from the Plainsong Era to present day, develop an awareness of the multicultural aspect of music, and further develop social skills and further formal study of music through the conducting and directing of ensembles. This course will also prepare the IB student for further the formal study of the science of music in higher education. **Students will take HL IB Assessment.** Costs and/or fees may be required. After school rehearsals, performances, and/or instruction are a part of this course.

### **RESEARCH**

☆0900800	<b>INTERNATIONAL BACCALAUREATE THEORY OF KNOWLEDGE 1</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	IB Requirement

The purpose of this course is to make explicit through analysis, comparison, and interdisciplinary integration, the concepts of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, history, and in moral, political, and aesthetic judgments. Students will be taught to identify sources of knowledge and evaluate knowledge claims, distinguish between knowledge by acquaintance and knowledge by description, evaluate language as a means of conveying knowledge, construct knowledge claims, analyze formal systems of knowledge, examine the relation of knowledge to value judgments, and distinguish degrees of certainty.

☆0900810	<b>INTERNATIONAL BACCALAUREATE THEORY OF KNOWLEDGE 2</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Theory of Knowledge 1
	Type of Credit:	IB Requirement

This course aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected. It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge and to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

## SCIENCE

☆2000800	<b>FLORIDA'S PREINTERNATIONAL BACCALAUREATE BIOLOGY 1</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB acceptance
Type of Credit:	Biology	

The purpose of the Florida Pre-IB course is to prepare students for the International Baccalaureate Diploma Program (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. Pre-IB Biology 1 course introduces students to how scientists work and communicate with each other. There is an emphasis on a practical approach through experimental work, which mirrors the work of real scientists by encouraging collaboration between schools across the regions. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The Nature of Science is integrated throughout the course through three content clusters: 1. Organisms, Populations and Ecosystems, 2. Classification, Heredity and Evolution, 3. Molecular and Cellular Biology. **All students are required to pass Biology 1. The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

☆2000805	<b>INTERNATIONAL BACCALAUREATE BIOLOGY 1</b>	
	Offered:	Grade 10, 11,12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-IB Biology 1
Type of Credit:	Biology	

This rigorous course provides a study of the facts, principles and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. Focus on enriched laboratory activities are integral to this course. Contemporary issues such as feeding the world's population, genetic engineering, population dynamics, etc., are included for critical current and future decision-making. Some preserved animal studies may be a part of this course.

☆2000810	<b>INTERNATIONAL BACCALAUREATE BIOLOGY 2</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-IB Biology 1
Type of Credit:	EQ Science	

This rigorous course provides a study of the facts, principles and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. Focus on enriched laboratory activities is integral to this course. Contemporary issues such as feeding the world's population, genetic engineering, population dynamics, etc., are included for critical current and future decision-making. Some preserved animal studies may be a part of this course. **Students will take SL IB Assessment.**

☆2000820	<b>INTERNATIONAL BACCALAUREATE BIOLOGY 3</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Biology 2
Type of Credit:	EQ Science	

This course provides students with a rigorous study of the facts, principles, and processes of biology. Collection and interpretation of data is included. Content includes biological ethics, philosophy and political issues is included for critical current and future decision-making. Some preserved animal studies may be a part of this course. **Students will take HL IB Assessment.**

☆2003800	<b>FLORIDA'S PRE-INTERNATIONAL BACCALAUREATE CHEMISTRY 1</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	IB Acceptance
Type of Credit:	EQ Science, Physical	

The course provides a rigorous study of the composition, properties and changes associated with matter. Content includes heat, changes of matter, atomic structure, bonding, formulas and equations, mole concepts, gas laws, energy and order, reaction rates and equilibrium, solutions and electrochemistry. Challenging laboratory investigations and safety are integral to this course.

☆2003845	<b>INTERNATIONAL BACCALAUREATE PHYSICS 2</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	EQ Science, Physical	

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

2003850	<b>INTERNATIONAL BACCALAUREATE PHYSICS 3 (HL)</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year None
	Prerequisite:	EQ Science, Physical
Type of Credit:		

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

### SOCIAL STUDIES

☆2100800	<b>INTERNATIONAL BACCALAUREATE HISTORY OF AMERICAS</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	American History-IB
Type of Credit:	IB Requirement	

This course will provide an opportunity to acquire a comprehensive understanding of the major themes that give meaning to the historical development of the nations of the Western Hemisphere by achieving an understanding of the historical method, the process of inquiry, historical reasoning and interpretation, and change. The content will include, but not be limited to, an understanding of the geo-historic development in time-space, that the

North and South American land mass had on national cultural development, an analysis of the significant turning points and trends in the development of hemispheric culture and institutions, a comparison and evaluation of the development of Anglo-American and Latin American ideals and characteristics, comparisons of technology changes and population shifts in Anglo- America and Latin America, and an evaluation of those significant domestic and foreign issues facing the nations in the Western Hemisphere.

<b>☆2109805</b>	<b>INTERNATIONAL BACCALAUREATE CONTEMPORARY HISTORY 2</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 12 1.0 Year IB Acceptance Pre-IB Requirement

This course provides an understanding of the development of the contemporary world through an investigation of the significant events and trends which have occurred during the recent past. The students will engage in in-depth analysis of historical events of the mid to late twentieth century from a global perspective in order to increase understanding of events occurring in their lifetime. Content will include historical antecedents of contemporary political, social, economic, and religious problems; competing goals of the world’s political and economic systems; the influence of major historical and contemporary figures; and the projection of current trends into the near future. ***Students will take HL IB Assessment.***

<b>☆2107810</b>	<b>INTERNATIONAL BACCALAUREATE PSYCHOLOGY 1 SL</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 12 1.0 Year Psychology 1-IB IB Elective

This course provides students with the opportunity to acquire an understanding of research methodology, as applied to the study of human behavior. Specific content to be covered will include human growth and development, self-concept development, adjustment, motivation and desire, intelligence, human interaction, conditioning and learning, attitudes and social influence, memory, personality, behavior, emotional frustration, abnormal behavior, conformity, autonomy, alienation, stress, and mental health. ***Students will take SL IB Assessment.***

<b>☆2105890</b>	<b>INTERNATIONAL BACCALAUREATE WORLD RELIGIONS 2</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9-12 1.0 Year IB World Religions 1 IB Elective

IB World Religions I is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. In the context of the mission statement of the IB it is most appropriate to study a number of living world religions in a scholarly, open-minded and objective way. The religions should be studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

#### **ACADEMIC WEIGHTED COURSES**

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

The following list of Volusia County courses offered at DeLand High that are also weighted with an additional .5 Q.P.V.:	
0102320	Ceramic/Pottery 3 Honors
0109310	Port Dev: Drawing Honors
0109320	Port. Dev: Two-Dimensional Design Honors
0109330	Port. Dev: Three-Dimensional Design Honors
0300330	Dance Techniques 3 Honors
0300334	Dance Techniques 4 Honors
0400330	Theatre 3 Honors
0400340	Theatre 4 Honors
0701340	French 3 Honors
0701350	French 4 Honors
0701360	French 5 Honors
0701370	French 6 Honors
0708360	Spanish 3 Honors
0708370	Spanish 4 Honors
1001320	English Honors 1
1001350	English Honors 2
1001380	English Honors 3
1001410	English Honors 4
1009331	Creative Writing 3 Honors
1200320	Algebra 1 Honors
1200340	Algebra 2 Honors
1202340	Pre-Calculus Honors
1206320	Geometry Honors
1210300	Probability & Statistics with Applications Honors
1302340	Band 5 Honors
1302350	Band 6 Honors
1302400	Orchestra 5 Honors
1302410	Orchestra 6 Honors
1302490	Instrumental Ensemble 4 Honors
1302530	Jazz Ensemble 4 Honors
1303340	Chorus 5 Honors
1303350	Chorus 6 Honors
1303470	Vocal Ensemble 4 Honors
2000320	Biology 1 Honors
2000330	Biology 2 Honors
2003350	Chemistry 1 Honors
2003360	Chemistry 2 Honors
2003390	Physics 1 Honors
2100320	US History Honors
2102345	Economics with Financial Literacy Honors
2106320	US Govt. Honors
2109320	World History Honors

## Resources

---

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

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

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

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

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

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

### **Economic Security Report**

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

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

## ***The School Board of Volusia County***

Ms. Jamie Haynes, Chairman

Mr. Ruben Colón, Vice Chairman

Ms. Donna Brosemer

Ms. Krista Goodrich

Mrs. Jessie Thompson

### **Superintendent of Schools**

Dr. Carmen Balgobin

### **Chief Academic Officer**

Dr. Julio Nazario-Valle

### **Executive Director- Secondary Schools**

Dr. Tamara Baker-Drayton

### **Directors of High Schools**

Dr. Joseph Castelli

Mr. William Ryser

### **VCS Vision Statement**

*Ensuring all students receive a superior 21st century education.*

### **VCS Mission Statement**

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

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