



MAINLAND HIGH SCHOOL

1255 W. INTERNATIONAL SPEEDWAY BLVD

DAYTONA BEACH, FLORIDA 32114

(386) 258-4665

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

Mainland High School proudly offers rigorous advanced academic pathways, including the Cambridge Assessment International Education (AICE) program and the Mainland Collegiate Institute (MCI). These programs provide students with opportunities to earn college credit, engage in advanced coursework, and develop the academic skills necessary for post-secondary success. Through AICE and MCI, students are challenged to think critically, communicate effectively, and excel in a globally competitive academic environment.

Our campus includes multiple academic buildings, portable classrooms, athletic facilities, and shared learning spaces that support both instruction and extracurricular engagement. Mainland High School serves a diverse student population and offers specialized academic and career programs that attract students from across the district.

Mainland High School is committed to academic growth, student achievement, and continuous improvement. We offer a variety of Advanced Placement (AP), honors, Cambridge (AICE), and MCI courses, as well as Career and Technical Education (CTE) programs designed to prepare students for college, careers, and life beyond high school. Students are actively involved in clubs, organizations, athletics, and service-learning opportunities that foster leadership, collaboration, and school pride.

Mainland's academic and career programs are designed to provide students with meaningful, real-world learning experiences. Through expanding our CTE pathways and academies, students have opportunities to earn industry-recognized certifications, develop workforce skills, and explore postsecondary options aligned to their interests and goals. These programs emphasize innovation, problem-solving, and college- and career-readiness.

Mainland High School is dedicated to meeting the needs of every student while supporting the mission of Volusia County Schools:

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

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MAINLAND HIGH SCHOOL

BUC PRIDE NEVER DIES



ADMINISTRATIVE STAFF

Melissa Fraine Principal

Mrs. Jennifer Robinson, Assistant Principal Mrs. Brandy Meadows, Assistant Principal

Dr. Vonda Morris, Assistant Principal

Mr. Scott Wilson, Assistant Principal

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GUIDANCE DEPARTMENT

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Guidance Director

Mrs. Smanatha Hepburn

Advance Program Coordinator

Guidance Counselors

Ms. Rachael McQueen

Ms. Caryn Hubbs

Mr. Allen Thomas

Mr. Aubrey Brant

Vision Statement

At Mainland High School, we cultivate a culture of excellence grounded in high expectations, tradition, and strong community partnerships. Through meaningful relationships, data-driven decision-making, and equitable, standards-aligned instruction, we empower all students to achieve academic success.

Mission Statement

Mainland High School ensures that every student is learning every day by developing young adults who embody our core values and are prepared to positively contribute to their communities

The School Board of Volusia County
Schools

Mr. Ruben Colon, Chair

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Dr. Joseph Castelli

Mr. Tucker Harris

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

ACADEMIC COURSE OFFERINGS



CORE CURRICULUM REQUIRED COURSES

Listings by Department with Electives, Prerequisites, and Grade Levels

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

LANGUAGE ARTS

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

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1001310	English 1		1	9
1001320H	*English Honors 1	Teacher Recommendation	1	9
1001560	Pre-AICE Eng Lang	Teacher Recommendation	1	9
SLS1122	SLS Strategies/Career	Teacher Recommendation/ Test Scores	1	9-12
1001340	English 2	English 1	1	10
1001350H	*English Honors 2	English Honors 1 or Teacher Recommendation	1	10
1001550	**AICE English Lang	Pre-AICE Eng Lang	1	10-11
1001370	English 3			
1001380H	*English Honors 3	English Honors 2 or Teacher Recommendation	1	11
1009400	**AICE General Paper	Pre- AICE Eng Lang	1	11
1001400	English 4	English 3	1	12
1001410H	*English Honors 4	English Honors 3 or Teacher Recommendation	1	12
1005370	**AICE English Lit	Pre- AICE Lang or Teacher Recommendation	1	12
1000412A	Intensive Reading 1 (Tier 3)	Level 1/ELA Score	1	9
1000416A	Intensive Reading 3 (Tier 2)	Level 2/ELA Score	1	11
1002381	ESOL Developmental LA	Limited English	1	9-12

MATHEMATICS - All Math classes require Teacher Recommendation

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

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1200370	Algebra 1-A		1	9-10
1200310	Algebra 1		1	9-10
1206310	Geometry	Algebra 1 Equivalent	1	9-10
1206320H	*Geometry Honors	Algebra 1	1	9-10
1207350	Math for College Liberal Arts (MCLA)	Algebra 1	1	10-11
1200330	Algebra 2	Algebra 1 Equivalent	1	9-12
1200340H	*Algebra 2 Honors	Algebra 1 Equivalent	1	9-12
1200710	Math for College Algebra (MCI)	Algebra 2 Honors and Geometry	1	9-12
1210300	*Probability & Statistics w/Applications Honors	Algebra 2 Honors & Geometry Honors	1	10-11
1200384	Math For Data & Financial Lit	Algebra 1	1	10-12
1202340	*Pre-Calculus Honors	Algebra 2 Honors & Geometry Honors	1	11-12
1202305	**AP Pre-Calculus	Algebra 2 & Teacher Recommendation	1	10-12
1202310	**AP Calculus AB	Pre-Calculus & Teacher Recommendation	1	11-12
1210320	**AP Statistics	Algebra 2	1	11-12

CORE CURRICULUM REQUIRED COURSES

Listings by Department with Electives, Prerequisites, and Grade Levels

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

EL - Denotes elective course in core area

SCIENCE

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

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
2000310	Biology 1	Environmental Science	1	10
2000320	Pre-AICE Biology	Teacher Input	1	9
2000321	**AICE Biology	Pre-AICE Biology	1	10
	Environmental Science		1	9
	** <u>AICE Environment Management</u>		<u>1</u>	<u>10-12</u>
2003340	Chemistry 1	Algebra 1	1	10-12
2003350H	*Chemistry 1 Honors	Algebra 1 & Teacher Input	1	10
<u>2003372</u>	<u>Pre-AICE Chemistry</u>	<u>Teacher Input</u>	1	11
2003390H	*Physics 1 Honors	Algebra 2 & Teacher Input	1	11-12
<u>2003410</u>	<u>*Physics 2 Honors</u>	<u>Physics 1 & Teacher Input</u>	<u>1</u>	<u>11-12</u>
2001340	Earth Space Science	Biology 1	1	11
<u>2003431</u>	<u>**AICE Physics 1</u>	Geometry Honors	1	<u>11-12</u>

SOCIAL STUDIES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
2109310	World History		1	10
2109320H	*World History Honors	Teacher Recommendation	1	10
2100310	United States History		1	<u>11</u>
2100320H	*United States History Honors	Teacher Recommendation	1	<u>11</u>
<u>2109420</u>	<u>**AP World History Modern</u>	Teacher Recommendation	1	<u>10</u>
2102310	Economics		0.5	12
<u>2106310</u>	United States Government		0.5	12
2102320H	*Economics Honors	Teacher Recommendation	0.5	12
2106320H	*United States Govt. Honors	Teacher Recommendation	0.5	12
<u>2106420</u>	<u>**AP U.S. Govt. & Politics</u>	<u>Honors Soc. Studies/ Teacher Recommendation</u>	<u>0.5</u>	<u>12</u>
2102360	**AP Microeconomics	Honors Soc. Studies and Teacher Recommendation.	0.5	12
2102370	** AP Macro Economics	Honors Soc. Studies/Teacher Recommendation	0.5	12
<u>1700364</u>	<u>**AICE Global Persp & Research</u>	Honors Soc. Studies/Teacher Recommendation	<u>1</u>	<u>10</u>
2103400	**AP Human Geography	World History Honors/U.S. History Honors/ Teacher Recommendation	1	<u>9</u> EL
<u>2108310</u>	<u>**AICE Sociology</u>	World History Honors/AP U.S. History/ Teacher Recommendation	1	10-12 EL/ WH
2107360	<u>**AICE Psychology 1</u>		<u>1</u>	<u>11-12</u> EL
<u>2100500731</u>	<u>**AICE US History</u>	<u>Teacher Recommendation</u>	<u>1</u>	11 EL
<u>0</u>	<u>Personal & Money Management</u>		<u>0.5</u>	10
<u>2102371</u>	<u>Critical Thinking</u>		<u>0.5</u>	10
1700100				

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

ELECTIVE CURRICULUM COURSES

Listings by Department, Prerequisites, and Grade Levels

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

PA or PF - Denotes Practical Art or Performing Arts Requirement

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
0102300	Ceramics/Pottery 1		1	9-12	PF
0102310	Ceramics/Pottery 2	Ceramics/Pottery 1	1	10-12	PF
0102320	*Ceramics/Pottery 3 Honors	Ceramics/Pottery 2	1	11-12	PF
0104340	Draw 1		1	9-12	PF
0104350	Draw 2		1	10-12	PF
0101355	Creating 2-D Studio		0.5	12	PF
0101365	Creating 3-D Studio		0.5	12	PF

THE ARTS – VISUAL AND PERFORMING ART

DANCE

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
0300310	Dance Techniques 1		1	9-12	PF
0300320	Dance Techniques 2	Dance Tech. 1/Teacher Recommendation	1	10-12	PF
0300330H	*Dance Techniques 3 Honors	Dance Tech. 2/Teacher Recommendation	1	11-12	PF
0300334H	*Dance Techniques 4 Honors	Teacher Recommendation	1	12	PF

MUSIC

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
1303300	Chorus 1		1	9-12	PF
1303310	Chorus 2	Teacher Recommendation	1	10-12	PF
1303320	Chorus 3	Chorus 2/Teacher Recommendation	1	11-12	PF
1303330H	*Chorus 4 Honors	Chorus 3/Teacher Recommendation	1	12	PF
1302500	Jazz Ensemble 1	Teacher Recommendation	1	9-12	PF
1302300	Band 1	Teacher Recommendation/Audition	1	9-12	PF
1302310	Band 2	Teacher Recommendation/Audition	1	10-12	PF
1302320	Band 3	Teacher Recommendation/Audition	1	11-12	PF
1302330	Band 4	Teacher Recommendation/Audition	1	12	PF
1305300	Eurythmics 1	Teacher Recommendation	1	9-12	PF
1305310	Eurythmics 2	Teacher Recommendation	1	10-12	PF
1305320	Eurythmics 3	Teacher Recommendation	1	10-12	PF
1305330	Eurythmics 4	Teacher Recommendation	1	11-12	PF
1301360	Keyboard 1(Piano)		1	9-12	PF
1301370	Keyboard 2	Teacher Recommendation	1	9-12	PF
1301380	Keyboard 3	Teacher Recommendation	1	10-12	PF
1301390H	*Keyboard 4 Honors	Teacher Recommendation	1	11-12	PF
1301320	Guitar 1	Teacher Recommendation	1	9-12	PF
1301330	Guitar 2	Teacher Recommendation	1	10-12	PF
0400700	Music Theatre 1	Teacher Recommendation	1	9-12	PF
0400710	Music Theatre 2	Teacher Recommendation	1	10-12	PF

ELECTIVE CURRICULUM COURSES Listings by Department, Prerequisites, and Grade Levels
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 ** - Denotes additional weighting of 1.0 in GPA

PA or PF - Denotes Practical Art or Performing Arts Requirement

WORLD LANGUAGES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
0701320	French 1		1	9-12
0708340	Spanish 1			9-12
0708350	Spanish 2	Spanish 1	1	10-12
0708360	*Spanish 3 Honors	Spanish 2/Teacher Recommendation	1	11-12
0708370	*Spanish 4 Honors	Spanish 3 Honors/Teacher Recommendation	1	10-12
0717300	American Sign Lang 1		1	9-12
0717310	American Sign Lang 2		1	10-12
0717312H	*American Sign Lang 3 Hon		1	10-12
0717314H	*American Sign Lang 4 Hon		1	12
0712300	Japanese 1		1	9-12
0712310	Japanese 2		1	10-12
0712320H	*Japanese 3 Hon		1	11-12
0712330	*Japanese 4 Hon		1	12

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

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1801300	Leadership Ed. & Training 1	SAI/AI Approval Required for 12th Grader Enrollment to Leadership Education and Training	1	9-12
1801310	Leadership Ed. & Training 2	Leadership Education & Training 1 Teacher Recommendation	1	10-12
1801320	Leadership Ed. & Training 3	Leadership Education & Training 2 Teacher Recommendation	1	11-12
1801330	Leadership Ed. & Training 4	Leadership Education & Training 3 Teacher Recommendation	1	12
1800400	Lead Ed 1		1	12

ELECTIVE CURRICULUM COURSES Listings by Department, Prerequisites, and Grade Levels
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 ** - Denotes additional weighting of 1.0 in GPA

PA or PF - Denotes Practical Art or Performing Arts Requirement

PHYSICAL EDUCATION

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1501300	Personal Fitness	Graduation Requirement	0.5	9-10
1503350	Team Sports 1		0.5	9-12
1503360	Team Sports 2		0.5	9-12
1501340	Weight Training 1		0.5	10-12
1501350	Weight Training 2	Weight Training 1	0.5	10-12
1505500	Volleyball 1		0.5	9-12
1505510	Volleyball 2	Volleyball 1/Teacher Recommendation	0.5	9-12
1503310	Basketball 1		0.5	9-12
1503315	Basketball 2	Basketball 1	0.5	9-12
1502470	Recreational Activities		0.5	9-10

CAREER AND TECHNICAL EDUCATION

Course Listings by Department, Prerequisites, and Grade Levels

* - Denotes additional weighting of .5 in GPA

PA or PF - Denotes Practical Art or Performing Arts Requirement

** - Denotes additional weighting of 1.0 in GPA

ACADEMY OF ENTREPRENEURSHIP AND MARKETING (EMA)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8827110	Marketing Essentials		1	9-10	PA
8827120	Marketing Applications	Marketing Essentials	1	10-11	PA
8812000	Business Ownership		1	11-12	PA
8827430	Marketing Management		1	12	PA

ACADEMY OF SCIENCE INQUIRY & MEDICINE (ASIM)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8400320	Medical Skills & Services		1	9-10	PA
8708100	Principles of Biomed Science- Biomed Division		1	9-10	
8708120	Human Body Systems- Biomed Division		1	10-12	
8417100	*Anatomy & Physiology Honors		1	10-12	EQ
8417110H	*Health Science Foundations Honors	Health Science Anatomy & Physiology	1	11-12	PA
8417131	Allied Health Assisting 3	Health Science Foundations	1	11-12	PA
8708130	Medical Interventions	Health Science Anatomy & Physiology	1	11-12	
8708140	Biomed Innovations	Health Science Anatomy & Physiology	1	11-12	

CULINARY ARTS

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8800510	Culinary Arts 1/Prostart		1	9-12	PA
8800520	Culinary Arts 2/Prostart	Culinary Arts 1/Prostart	1	10-12	PA
8800530	*Culinary Arts 3/Prostart	Culinary Arts 2/Prostart	1	11-12	PA
8800540	*Culinary Arts 4/Prostart	Culinary Arts 3/Prostart	1	11-12	PA

COMPUTER SCIENCE AND TECHNOLOGY

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
9001310	IT Fundamentals		1	9-11	PA
8208120	Game & Simulation Design- Game & Simulation Division	IT Fundamentals	1	9-10	PA
8208130	Game & Simulation 2D Graphics Design- Game & Simulation Division	Game & Simulation Design- Game & Simulation Division	1	11-12	PA
8208140	Game & Simulation 3D Graphics Design- Game & Simulation Division	Game & Simulation 2D Graphics Design- Game & Simulation Division	1	12	PA

CAREER AND TECHNICAL EDUCATION

Course Listings by Department, Prerequisites, and Grade Levels

* - Denotes additional weighting of .5 in GPA

PA or PF - Denotes Practical Art or Performing Arts Requirement

** - Denotes additional weighting of 1.0 in GPA

COSMOTOLOGY

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8757210	Grooming and Salon Services		0.5	9	PA
8905120	Cosmetology Nails 2		0.5	9	PA

ELECTRICITY

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8727210	Electricity 1		1	9-10	PA
8727220	Electricity 2	Electricity 1	1	10-11	
8727230	Electricity 3	Electricity 2	1	11-12	
8727240	Electricity 4	Electricity 3	1	12	

PUBLIC SERVICE

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL	
8918010	Criminal Justice 1		1	9	PA
8918020	Criminal Justice 2	Criminal Justice 1	1	10-11	PA
8918030	Criminal Justice 3	Criminal Justice 2	1	11-12	PA
9101100	Dispatcher: Police, Fire, Ambulance (block)		1	12	PA

DIVERSIFIED CAREER TECHNOLOGY

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

ARTIFICIAL INTELLIGENCE AND CYBER SECURITY

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

EXCEPTIONAL STUDENT EDUCATION

Prerequisites and Grade Levels

VO – Denotes Vocational course.

EXCEPTIONAL STUDENT EDUCATION

SPECIAL DIPLOMA COURSES – VE Varying Exceptionality

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

ACCESS COURSES

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

VOCATIONAL COURSES

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

CONTENT SPECIFIC STANDARD DIPLOMA COURSES

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

FAPE COURSES

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

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

Cambridge International Program Prerequisites and Grade Levels

CAMBRIDGE PRE-AICE IGCSE COURSES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1001560	PRE-AICE ENGLISH LANG		1	9
200322	PRE-AICE BIOLOGY		1	9
2003372	PRE- AICE CHEMISTRY		1	11
1202340	PRE-CALCULUS HON	Pre-AICE Biology or equivalent course Type of Credit: EQ Science, Physical Algebra 2/ Algebra 2 Honors	1	11

CAMBRIDGE AICE GROUP 1 COURSES (MATH AND SCIENCE)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
200321	AICE BIOLOGY		1	10
200322	PRE-AICE BIOLOGY		1	9
2107360	AICE PSYCHOLOGY		1	11-12
2003431	AICE PHYSICS 1	Pre AICE Biology or equivalent course and Algebra 2 or equivalent course Type of Credit: EQ Science, Physica	1	11

CAMBRIDGE AICE GROUP 2 COURSES (LANGUAGES)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1001550	AICE ENGLISH LANG	Pre-AICE English Language or equivalent course Type of Credit: English/Language Arts	1	10
200322	PRE-AICE BIOLOGY		1	9

CAMBRIDGE AICE GROUP 3 COURSES (ARTS & HUMANITIES)

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1700364	AICE GLOBAL PERSPECTIVES- AS LEVEL		1	10
1005370	AICE ENGLISH LIT	AS English General Paper or equivalent course Type of Credit: English/Language Arts	1	12
2108310	AICE SOCIOLOGY 1 -AS LEVEL		1	11
2100500	AICE U.S. HISTORY			
2001381	AICE ENVIRONMENTAL MANAGEMENT- AS LEVEL	Pre-AICE Biology or Pre-AICE Environmental or equivalent courses Type of Credit: EQ Science	1	10

CAMBRIDGE AICE CORE AND GROUP 4 COURSES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
1700364	AICE GLOBAL PERSPECTIVES- AS LEVEL		1	10
1009400	AICE GEN PAPER		1	11
200322	PRE-AICE BIOLOGY		1	9

ADVANCED PLACEMENT Prerequisites and Grade Levels

** Denotes additional weighting of 1.0 in GPA

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

MATHEMATICS

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

SOCIAL STUDIES

NUMBER	COURSE TITLE	PREREQUISITE	CREDIT	GRADE LEVEL
2100330	**AP United States History	Teacher Recommendation	1	11-12
2109420	**AP World History Modern	Teacher Recommendation	1	10
2102360	**AP Macro Economics	Honors Soc. Studies/Teacher Recommend.	0.5	11-12
2102370	**AP Microeconomics	Honors Soc. Studies/Teacher Recommend.	0.5	11-12
2106420	**AP U.S. Government & Politics	Honors Soc. Studies/Teacher Recommend	0.5	11-12
2103400	**AP Human Geography	World History Honors/U.S. History Honors Teacher Recommendation	1	10-12

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

ACADEMIC GUIDELINES



MAINLAND HIGH SCHOOL



Principal
Melissa Fraine

BUC PRIDE NEVER DIES

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Fast Facts

Mainland High School is a comprehensive four-year public high school located in Daytona Beach, Florida, serving students in grades 9–12. Each year, Mainland graduates pursue post-secondary opportunities through four-year universities, state colleges, technical programs, military service, and career pathways.

A strong majority of graduates are college- or career-bound

Students contribute thousands of hours of community service annually

Students participate in Advanced Placement (AP), Cambridge AICE, and dual enrollment coursework

Mainland offers a wide variety of athletic teams, clubs, and extracurricular activities

The School Community Profile

Mainland High School is located in the heart of Daytona Beach, a vibrant coastal community in Volusia County. The school serves a diverse student population and is one of nine high schools within Volusia County Schools, which serves approximately 62,000 students countywide.

The local economy is supported by healthcare, education, tourism, and business industries, providing students with access to internships, employment opportunities, and partnerships with community organizations. Mainland's proximity to colleges and universities enhances students' access to dual enrollment and post-secondary preparation.

The School Profile

Established in 1930, Mainland High School has a long-standing tradition of academic excellence, school pride, and community leadership. Mainland enrolls approximately 1,300 students and maintains a supportive learning environment that balances rigorous academics with student engagement. Mainland High School is fully accredited by Cognia, a nonprofit organization that ensures quality standards in education.

- Average class size supports meaningful student–teacher relationships
- Graduating classes typically range between 300–350 students
- A culturally diverse campus with a strong sense of Buc Pride

The Curriculum

Mainland High School offers a comprehensive and rigorous curriculum designed to meet the needs of all learners. Students attend seven classes per day, with credits earned on a semester basis.

Advanced Academic Programs

Advanced Placement (AP): Multiple AP courses across content areas, offering students the opportunity to earn college credit and demonstrate college readiness

- **Cambridge AICE Program:** An internationally recognized program emphasizing critical thinking, writing, and analysis
- **Mainland Collegiate Institute (MCI):** A rigorous academy focused on college and career readiness
- **Dual Enrollment:** Partnerships with Daytona State College and other institutions

Advanced coursework at Mainland fosters a culture of academic achievement and prepares students for success beyond high school.

Academies & Specialized Programs

Mainland High School offers specialized programs that allow students to explore interests and career pathways, including:

- Career and Technical Education (CTE) programs aligned to industry certifications
- Performing Arts programs including band, chorus, dance, and theatre
- JROTC, developing leadership, discipline, and civic responsibility

The Electives

Students at Mainland High School have access to a wide range of electives and enrichment opportunities, including:

- Fine Arts: Band, Chorus, Dance, Theatre, Visual Arts
- Career & Technical courses in business, health sciences, digital design, and more
- Clubs and student organizations promoting leadership, service, and school involvement

Mainland High School competes in a wide range of varsity and junior varsity sports, promoting teamwork, discipline, and school pride. Athletic offerings include, but are not limited to:

- Football, Basketball, Baseball, Softball
- Track & Field, Volleyball, Soccer, Weightlifting
- Cheerleading and additional athletic programs
- Mainland athletes regularly earn district, regional, and state recognition.

Grade Point Average and Test Scores

Grades are reported on a standard 4.0 scale:

- A: 90–100
- B: 80–89
- C: 70–79
- D: 60–69
- F: 0–59

Honors, AP, and AICE courses carry additional quality points. GPA is recalculated at designated points throughout the school year. A minimum of 24 credits is required for graduation in accordance with Florida state requirements.

Student SAT and ACT participation and performance continue to reflect academic growth and readiness for postsecondary success.

Additional Awards and Distinctions

SAT Evidence-Based Reading & Writing (EBRW): 581
SAT Math: 576

Mainland High School students consistently perform **at or above the district average** and **meet or exceed state and national benchmarks** on the SAT. These results reflect students' strong academic preparation, rigorous coursework, and the school's continued focus on college and career readiness.

Strong tradition of academic, athletic, and extracurricular achievement
Student-athletes regularly continue participation at the collegiate level
Recognition at district, regional, and state levels in academics and athletics

Long-standing culture of Buc Pride and community involvement

Some College Attended by Graduates

Auburn University
Bethune-Cookman
Boston University
Brown University
CAL Tech
Colorado State University
Columbia University
Davidson College
Daytona State College
Duke University
Florida A&M
Florida Atlantic University
Florida International University
Florida Southern College
Georgia Institute of Tech
North Carolina State
Northwestern University
Stetson University
United States Air Force Academy
United States Naval Academy
University of Alabama
University of Arkansas
University of Central Florida
University of Florida
University of North Florida
Wingate

ACADEMIC POLICIES AND REGULATIONS

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

CLASS PLACEMENT REQUIREMENTS

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

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

HONOR ROLL REQUIREMENTS

Honor roll recognition shall be based on the following criteria:

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

GRADUATION WITH HONORS

Summa Cum Laude (with highest honor): 3.9

Weighted, Cumulative GPA Magna Cum Laude

(with high honors): 3.7

Weighted, Cumulative GPA Cum Laude (with

honors): 3.5

Weighted, Cumulative GPA

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

DISTRICT GRADE SCALE AND QUALITY POINT VALUE

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

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

1. To determine a grade point average, the total number of equivalent quality points are added; then, the sum is divided by the number of letter grades represented. Note that weighted courses have been awarded additional quality points due to their academic rigor.
2. Advanced Placement (AP) and Cambridge International Program (AICE) courses shall carry an additional 1.0 quality point value for computing cumulative weighted grade point average earned from A to D. Pre-IB and selected honors courses, as designated by the superintendent or designee, shall carry an additional .5 quality point value for computing cumulative weighted grade point average earned from A to D.
3. All courses receiving weighted credit in Volusia County Schools will also receive weighted credit if offered as a dual enrollment course. A list of the courses receiving additional weighting will be included in the Dual-enrollment guide.
4. The conduct grade shall be assigned based on the following numerical designation:
 - Conduct is satisfactory (1)
 - Conduct needs improvement (2)
 - Conduct is unsatisfactory (3)
5. For the purpose of establishing an honor roll for a grading period, the following criteria must be met:
 - a weighted 3.0 grade point average or higher;
 - all letter grades C or above; and
 - all conduct grades 1 (VCS SPP)

SCHOLAR DIPLOMA DESIGNATION

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

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

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

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

- Attain one or more industry certifications from the list established

(per statute 1003.492,F.S.) FLORIDA SEAL OF BILITERACY

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

- Gold Seal of Biliteracy: 4 or higher on FSA ELA and 4 credits (3.0+) in a world language or a sufficient score on an approved standardized test, a sufficient portfolio score for languages without approved tests.
- Silver Seal of Biliteracy: 3 on FSA ELA (or concordant score) and 4 credits (3.0+) in a world language or a sufficient score on an approved standardized test, a sufficient portfolio score for languages without approved tests.
- Eligible students will receive a “G” or an “S” on their transcripts. Students who have attained a Gold or Silver Seal in 2 or more languages in addition to English will receive a “B” on their transcript

ATHLETIC PROGRAMS & EXTRACURRICULAR ACTIVITIES



ACTIVITIES/CLUBS

Academic Team

AFJROTC

American Red Cross

Art 2D Club

American Sign Language

ASIM

Band

Book Club

Cheerleading

Chess Club

Crochet Club

Culture Club

Elite Sway Step Club

Fellowship of Christian Athletes

Florida Public Service Association

Gaming Unplugged

Gardening Club

Gay-Straight Alliance

HOSA

Japanese Club

Kappa League

Key Club

Lady Bucs

Majorettes

Mirage

Music Theater

National English Honor Society

National Honor Society

Pearls of Purpose

Science Olympiad

Student Government Association

The Outsiders

Writer's Club

Yearbook

ATHLETICS

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

ATHLETIC ELIGIBILITY

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

PAY TO PARTICIPATE

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

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

CLUBS AND ACTIVITIES

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

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

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

STUDENT PARTICIPATION GUIDELINES

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

1. A student may belong to a maximum of four clubs/organizations, only one of which may be a service club.
2. If a student is dropped or resigns from a service club, there must be a waiting period at the discretion of the sponsors of affected clubs and Activities Director before the student may join another service club.
3. A student may hold only one major office in any school term. Major office consists of president, vice-president, secretary, treasurer, captain, co-captain, editor, etc. Exceptions may be made by agreement among all sponsors concerned and the Administration.
4. A student is not to attend school-sponsored functions on days when he/she has not attended school. It is the sponsor's responsibility to enforce this policy.
5. An individual member of any activity of an organization may be placed on probation by the Executive Board of that organization for any one of the following reasons:
 - a) Failure to comply with academic requirements.
 - b) Failure to comply with club standards, rules, and regulations.
 - c) Failure to comply with SCHS standards, rules, and regulations.

- d) Failure to participate in club activities and meetings.

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

GENERAL CURRICULUM



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

ENGLISH (ELA)

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

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

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

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

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

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

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

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

using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. Readings may include *Into Literature* or an appropriate grade-level novel.

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

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

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

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

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

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

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

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

Literature.

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

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

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

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

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

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

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

READING

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

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

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

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

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

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

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

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

1000416	INTENSIVE READING 3	
	Offered:	Grade 10
	Length:	Semester
	Prerequisite:	Level 1 on FSA ELA (See Decision Tree of the VCS K-12 Reading Plan)

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

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

1000416A	INTENSIVE READING 3	
	Offered:	Grade 10
	Length:	Semester
	Prerequisite:	Level 2 on FSA ELA (See Decision Tree of the VCS K-12 Reading Plan)

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

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



ESOL – ENGLISH FOR SPEAKERS OF OTHER LANGUAGE

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

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

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

Tier 2 and 3 students will use Achieve 3000.

General Notes:

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

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

Special Notes:

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

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

Additional Notes: Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or 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>

MATHEMATICS

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

All mathematics courses require teacher recommendation for placement for registration.

1200370	ALGEBRA 1A	
	Offered:	Grade 9
	Length:	Year

In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.

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

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

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

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

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

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

and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane; and (5) developing an understanding of right triangle trigonometry. Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.

1200330	ALGEBRA 2	
	Offered:	Grade 9,10, 11, 12
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent

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

1200340H	ALGEBRA 2 HONORS	
	Offered:	Grade 9, 10, 11,12
	Length:	Year
	Prerequisite:	Algebra 1 equivalent/State Assessment (Test Score 3, 4, 5)

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

1200710	MATH FOR COLLEGE ALGEBRA	
	Offered:	Grade 9,10, 11, 12
	Length:	Year
	Prerequisite:	Algebra 2/Algebra 2 Honors and Geometry/Geometry Honors

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

1210300	PROBABILITY AND STATISTICS WITH APPLICATIONS HONORS	
	Offered:	Grade 10,11, 12
	Length:	Year
	Prerequisite:	Algebra 2 (Algebra 2 Honors) and Geometry (Geometry Honors)

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

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

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

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

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

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

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

1200384	MATHEMATICS FOR DATA AND FINANCIAL LITERACY	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Algebra 1/Algebra 1 Honors and Geometry/Geometry Honors

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.

SCIENCE

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

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

2001340	ENVIRONMENTAL SCIENCE	
	Offered:	Grade 9
	Length:	Year

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

2000310	BIOLOGY 1	
	Offered:	Grade 9, 10
	Length:	Year
	Prerequisite:	Environmental Science

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

2000310	CAMBRIDGE AICE BIOLOGY 1 - AS LEVEL	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Pre-AICE Biology or equivalent course EQ Type of Credit: Science

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

200322	PRE-AICE BIOLOGY IGCSE LEVEL	
	Offered:	Grade 9
	Length:	Year
	Prerequisite:	

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

2001340	EARTH-SPACE SCIENCE	
	Offered:	Grade 10-12
	Length:	Year

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

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

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

2003350H	CHEMISTRY 1 HONORS	
	Offered:	Grade 10,11,12
	Length:	Year
	Prerequisite:	Algebra 1/State Assessment (Test Score 3, 4, 5) or Teacher Input

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

2001381	CAMBRIDGE AICE ENVIRONMENTAL MANAGEMENT – AS LEVEL	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Pre-AICE Biology or Pre-AICE Environmental or equivalent courses Type of Credit: EQ Science

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

22003372	CAMBRIDGE PRE-AICE CHEMISTRY IGCSE LEVEL	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	Pre-AICE Biology or equivalent course Type of Credit: EQ Science, Physical

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

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

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

2003390	PHYSICS 1 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Algebra 1, Level 3-5

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

2003410	PHYSICS 1 HONORS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Physics 1 or Physics Honors EQ

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

2003431	CAMBRIDGE AICE PHYSICS 1 – AS LEVEL	
	Offered:	Grade 11
	Length:	Year
	Prerequisite:	Pre AICE Biology or equivalent course and Algebra 2 or equivalent course
	Credit:	EQ Science, Physical

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

SOCIAL STUDIES

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2109310	WORLD HISTORY	
	Offered:	Grade 10
	Length:	Year

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

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

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

2100310	UNITED STATES HISTORY	
	Offered:	Grade 11
	Length:	Year

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

2100500	CAMBRIDGE AICE U.S. HISTORY 1 – AS LEVEL	
	Offered:	Grade 11
	Length:	Year

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

2107360	CAMBRIDGE AICE PSYCHOLOGY 1 – AS LEVEL	
	Offered:	Grade 11, 12
	Length:	Year

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

2108310	CAMBRIDGE AICE SOCIOLOGY 1 AS LEVEL	
	Offered:	Grade 11, 12
	Length:	Year

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

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

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. Honors courses offer scaffolded learning opportunities for students to develop critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in notetaking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, projects for competitive evaluation, or other teacher-directed projects). Students will be required to take the exam to be awarded credit. The exam will be worth 30% of the overall final course grade.

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

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

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

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

1700364	CAMBRIDGE AICE GLOBAL PERSPECTIVES – AS LEVEL	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	

Students will broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The course is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of AS Global Perspectives and Research enable students to meet the demands of twenty-first century learning and to make a successful transition to study in higher education. As part of the course, learners write a research report on a research question of their own choice and a collaborative team project. Students will take the AS Level examination

2108310	CAMBRIDGE AICE SOCIOLOGY 1 AS LEVEL	
	Offered:	Grade 10
	Length:	Year
	Prerequisite:	

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

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

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

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

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

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

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

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

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. This course provides students with the opportunity to analyze the functioning of the economy, including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money, and interdependence. Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.

2103400	ADVANCED PLACEMENT HUMAN GEOGRAPHY Offered: Grade 9 Length: Year Prerequisite: Advanced U.S. History/Honors World History/ State Assessment (Test Score 3, 4, 5) or Teacher Recommendation
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This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.

THE ARTS, VISUAL & PERFORMING

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

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

ART

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

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

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

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

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

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or

expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group work. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities, journaling, and consumption of art materials.

0104340	DRAWING 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year
		Supply donation of \$10.00 per semester.

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.

0104350	DRAWING 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
		Supply donation of \$10.00 per semester.

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.

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

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

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

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

MUSIC THEATRE

0400700	MUSIC THEATRE 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

0400710	MUSIC THEATRE 2	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

1301320	GUITAR 1	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

1301330	GUITAR 2	
	Offered:	Grade 9, 10, 11, 12
	Length:	Year

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

DANCE

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

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

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

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

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

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

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

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

CHORUS

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

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

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

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

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

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

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

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

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

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

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

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

JAZZ BAND

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

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

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

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

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

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

BAND

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

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

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

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

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

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

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

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

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

BAND COLOR GUARD

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

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

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

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

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

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

The purpose of this course is to provide students with instruction in the development of advanced level skills in the art of performing various bodily movements in rhythm using musical accompaniment. The content will include the further development of knowledge and application of techniques indigenous to various eurhythmics' styles, dance terminology and choreography. Acquisition of technique and choreography should be stressed.

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

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

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

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

KEYBOARDING (Piano)

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

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

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

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

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

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

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

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

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

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

classroom. This is a required course for all music students in the APA program and should be taken 9th or 10th grade year. (changed from 12th grade)

WORLD LANGUAGE

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

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

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

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

0708340	SPANISH 1	
	Offered:	Grade 9,10, 11, 12
	Length:	Year

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

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

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

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

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

0708360H	SPANISH 4 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Spanish 3 and Teacher Recommendation

0717300	AMERICAN SIGN LANGUAGE 1	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	

American Sign Language 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 with introductions to culture, connections, comparisons, and communities.

0717310	AMERICAN SIGN LANGUAGE 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	American Sign Language 1

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive, skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued

0717310	AMERICAN SIGN LANGUAGE 3 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	American Sign Language 2

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

0717314	AMERICAN SIGN LANGUAGE 4 HONORS	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	American Sign Language 3

American Sign Language 4 expands the skills acquired by the students in American Sign Language 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. Media selections are varied and taken from authentic target language literary works.

071300	JAPANESE 1	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	

Japanese 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.

0717310	JAPANESE 2	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Japanese 1

Japanese 2 reinforces the fundamental skills acquired by the students in Japanese 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 Japanese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target languagespeaking people is continued.

0717320	JAPANESE 3 Honors	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Japanese 2

Japanese 3 provides mastery and expansion of skills acquired by the students in Japanese 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.

0717320	JAPANESE 4 Honors	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Japanese 3

Japanese 4 expands the skills acquired by the students in Japanese 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.

PHYSICAL EDUCATION

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

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

1501300B	PERSONAL FITNESS	
	Offered:	Grade 9,10
	Length:	Semester
	Prerequisite:	Graduation Requirement

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

1503350	TEAM SPORTS 1	
	Offered:	Grade 9,10,11,12
	Length:	Semester

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

1503360	TEAM SPORTS 2	
	Offered:	Grade 9,10,11,12
	Length:	Semester

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 are not 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. School Districts must provide basic training in first aid, including cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED), at least once in high school physical education per 1003.453 F.S. This is required for 9th grade students enrolled in physical education classes.

1503310	BASKETBALL 1	
	Offered:	Grade 10, 11, 12
	Length:	Semester
	Prerequisite:	Volleyball 1/Teacher Recommendation

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. School Districts must provide basic training in first aid, including cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED), at least once in high school physical education per 1003.453 F.S. This is required for 9th grade students enrolled in physical education classes.

1503315	BASKETBALL 2	
	Offered:	Grade 10, 11, 12
	Length:	Semester
	Prerequisite:	Volleyball 1/Teacher Recommendation

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

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

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

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

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

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

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

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

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

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



UNITED STATES AIR FORCE JUNIOR RESERVE OFFICERS' TRAINING CORPS

JROTC

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

Enrollment Requirements

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

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

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

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

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

Conduct and character: Cadets must maintain an acceptable standard of conduct. Cadets in leadership positions are expected to demonstrate high personal standards to set the example. Instructors may remove Cadets who fail to meet standards from leadership positions. All Cadets should be self-reliant and should have a sense of personal and social responsibility in performing units and other academic assignments. They must exhibit self-discipline and respect for the

constituted authority through observance of laws, rules and regulations by prompt and regular attendance at instruction and in general demeanor. All Cadets/Participating Students will be screened at the end of each semester and school year and will only be readmitted to JROTC with the approval of the SAI.

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

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

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

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

1801310	<u>JROTC AIR FORCE - LEADERSHIP EDUCATION AND TRAINING 2</u>	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Leadership Education & Training 1/SAI/AI Recommendation

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

1801320	<u>JROTC AIR FORCE - LEADERSHIP EDUCATION AND TRAINING 3</u>	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Leadership Education & Training 2/SAI/AI Recommendation

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

1801330	<u>JROTC AIR FORCE LEADERSHIP EDUCATION AND TRAINING 4</u>	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Leadership Education & Training 3/SAI/AI Recommendation

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

Concepts of democracy and freedom and their influence On the United States are discussed.

1800400	JROTC AIR FORCE - LEADERSHIP EDUCATION Offered: Grade 12 Length: Year Prerequisite:
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This course is a joint cooperative effort between the United States Air Force and the secondary school system. All Air Force JROTC programs consists of extensive practical application demonstrated “hands-on” performance in community support activities, and knowledge of subject material evaluated through a variety of assessment techniques. The laboratory element is the most vital component of the program. Course content includes but is not limited to the following: leadership theory; drill and ceremonies; hygiene and first aid; physical fitness; oral communication techniques; effective study skills and safety. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter.

♣ The JROTC courses coupled below meet the high school graduation fine arts requirement: • Air Force Leadership 1 and Air Force Leadership 2, or • Air Force Aerospace Science 1 and Air Force Aerospace Science 2, or • Army Leadership Education and Training 1 and Army Leadership Education and Training

CAREER & TECHNICAL EDUCATION ACADEMIES AND COURSES



DIGITAL VIDEO

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

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

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

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

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

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

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

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

COSMOTOLOGY

8757210	GROOMING AND SALON SERVICES 1
	Offered: Grade 9 Length: Year Prerequisite: Industry Cert.:

This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures. It provides competencies in hair shampooing and conditioning, trimming and shaping hair using clippers, shears and razors.

8905120	COSMOTOLOGY NAILS 2
	Offered: Grade 9 Length: Year Prerequisite: Industry Cert.:

This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

ARTIFICIAL INTELLIGENCE

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

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

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

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

CULINARY ARTS

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

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

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

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

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

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

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

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

ELECTRICITY

8727210	ELECTRICITY 1	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	
	Industry Cert:	NCCER Electrical Level 1

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

8727220	ELECTRICITY 2	
	Offered:	Grade 10,11
	Length:	Year
	Prerequisite:	Electricity 1
	Industry Cert:	HBI (PACT)- Electrical NCCER Electrical LEVEL 2

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

8727230	ELECTRICITY 3	
	Offered:	Grade 11,12
	Length:	Year
	Prerequisite:	Electricity 2
	Industry Cert:	NCCER Electrical LEVEL 3

This course provides students with electrical math skills.

8727240	ELECTRICITY 4	
	Offered:	Grade 11,12
	Length:	Year
	Prerequisite:	Electricity 3
	Industry Cert:	NCCER Electrical LEVEL 4

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

COMPUTER SCIENCE & TECHNOLOGY

9001310	IT FOUNDATIONS	
	Offered:	Grade 9,10,11
	Length:	Year
	Prerequisite:	
	Industry Cert:	ITS Device Config. & Mgmt.

This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

8208120	Game & Simulation Design	
	Offered:	Grade 10, 11
	Length:	Year
	Prerequisite:	
	Industry Cert:	ITS Device Config. & Mgmt.

This course introduces fundamental principles of game and simulation design, including HCI concepts, rules and strategies of play, conditional branching, design constraints, and the use of sound and animation. Students analyze existing games, conduct basic market research, and use entry-level design tools to develop, document, and present a playable game or simulation

8208130	Game & Simulation 2D Graphic	
	Offered:	Grade 11,12
	Length:	Year
	Prerequisite:	Game & Simulation Design
	Industry Cert:	Unity Certified User: Programmer or Unity Certified User VR Developer

This course focuses on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, memory management, score-keeping, timed event strategies and methodologies, and implementation issues.

8208140	Game & Simulation 3D Animator	
	Offered:	Grade 11,12
	Length:	Year
	Prerequisite:	Game & Simulation Design
	Industry Cert:	Unity Certified User: Programmer or Unity Certified User VR Developer

JOURNALISM AND MULTIMEDIA

8203000	Foundations of Journalism	
	Offered:	Grade 9,10, 11,12
	Length:	Year
	Prerequisite:	None
	Industry Cert:	

This course is designed to develop basic entry-level skills required for careers in the writing and editing industry.

8771110	MEDIA PRODUCTIONS – CAREER PREP	
	Offered:	Grade 9,10, 11,12
	Length:	Year
	Prerequisite:	None
	Industry Cert:	FOUNDATION OF JOURNALISM

This course is designed to develop basic entry-level skills required for careers in the communications industry.

8209510	DIGITAL DESIGN 1 – CAREER PREP	
	Offered:	Grade 9,10, 11,12
	Length:	Year
	Prerequisite:	None
	Industry Cert:	DIGITAL INFORMATION TECHNOLOGY

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.

8209510h	DIGITAL DESIGN 1 – CAREER PREP	
	Offered:	Grade 9,10, 11,12
	Length:	Year
	Prerequisite:	None
	Industry Cert:	DIGITAL INFORMATION TECHNOLOGY

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. In addition to fulfilling all requirements of Digital Design 1, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

8209510h	PHOTOJOURNALISM	
	Offered:	Grade 9,10, 11,12
	Length:	Year
	Prerequisite:	None
	Industry Cert:	DIGITAL DESIGN 1 HONORS

This course is designed to introduce students to basic photojournalism techniques, including camera operation, lighting, composition, photo manipulation, and storytelling for print and online publications. Through this course, the students will become familiar with Digital Single Lens Reflex (DSLR) and as well as cameras on mobile devices and learn how to create authentic journalistic documents. An emphasis will be placed on using the camera as a reporting tool and will cover industry expectations for professional photojournalists.

PUBLIC SERVICE

8918010	CRIMINAL JUSTICE 1
	Offered: Grade 9,10 Length: Year Prerequisite: Industry Cert:

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

8918020	CRIMINAL JUSTICE 2
	Offered: Grade 10,11 Length: Year Prerequisite: Criminal Justice Operations Industry Cert:

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

8918030	CRIMINAL JUSTICE 3
	Offered: Grade 11,12 Length: Year Prerequisite: Criminal Justice Operations 2 Industry Cert:

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

9101100	DISPATCHER: POLICE, FIRE, AMBULANCE - Career Prep
	Offered: Grade 12 Length: Year Prerequisite: Recommendation is Criminal Justice 1-3 Industry Cert: 911 Operator

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

ENTREPRENEURSHIP AND MARKETING ACADEMY (EMA)

827110	MARKETING ESSENTIALS	
	Offered:	Grade 9,10
	Length:	Year
	Prerequisite:	
	Industry Cert:	CIW Social Media Strategist

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

8827120	MARKETING APPLICATIONS	
	Offered:	Grade 10,11
	Length:	Year
	Prerequisite:	Marketing Essentials
	Industry Cert:	

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

8810200	BUSINESS OWNERSHIP	
	Offered:	Grade 11,12
	Length:	Year
	Prerequisite:	
	Industry Cert:	Entrepreneurship & Small Business

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

8827430	MARKETING MANGEMENT	
	Offered:	Grade 12
	Length:	Year
	Prerequisite:	Marketing Applications
	Industry Cert:	Entrepreneurship & Small Business

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

ACADEMY OF SCIENCE INQUIRY AND MEDICINE (ASIM)

8400320	MEDICAL SKILLS AND SERVICES	
	Offered:	Grade 9, 10
	Length:	Year
	Industry Cert.:	

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

8417100	HEALTH SCIENCE ANATOMY & PHYSIOLOGY	
	Offered:	Grade 9, 10,11,12
	Length:	Year
	Industry Cert.:	

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

8708110	PRINCIPLES OF BIOMED SCIENCES	
	Offered:	Grade 9,10
	Length:	Year
	Prerequisite:	
	Industry Cert.:	Adobe Visual Design Bundle

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

8417110	HEALTH SCIENCE FOUNDATIONS	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Health Science Anatomy & Physiology
	Industry Cert.:	CMAA

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.

8708120	HUMAN BODY SYSTEM	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	
	Industry Cert.:	principles of Biomedical Sciences Type of Credit: EQ

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

8708130	MEDICAL INTERVENTION	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Human Body Systems
	Industry Cert.:	

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

8708140	BIOMED INNOVATION	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Medical Interventions
	Industry Cert.:	

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

8417131	ALLIED HEALTH	
	Offered:	Grade 11, 12
	Length:	Year
	Prerequisite:	Health Science Foundations Type of Credit: CT
	Industry Cert.:	CPCT,EKG,CMAA

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

WORKBASED LEARNING (On The Job Training)

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

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

EXCEPTIONAL STUDENT EDUCATION



EXCEPTIONAL STUDENT EDUCATION

STANDARD DIPLOMA EBD

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

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

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

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

ACCESS COURSES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The purpose of Access Algebra 1 course is to provide access to the general education algebra curriculum, through Florida Standards Access Points and Essential Understandings, in the areas of algebraic concepts and processes that can

be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary, operations using real numbers in real-world problems, patterns, relations, and functions, including tables, sequences and graphs, graphs to summarize data, and predict outcomes, variables and their impact on outcomes, varied solution strategies to solve real-world problems.

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

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

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

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

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

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

ACCESS UNIQUE COURSES

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

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

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

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

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

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

VOCATIONAL COURSES ELECTIVES (Standard and Access Courses)

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

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

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

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

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

The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe handicaps for whom competitive employment has not traditionally occurred. Features of supported

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

CONTENT SPECIFIC STANDARD DIPLOMA COURSES

Students placed by IEP only.

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

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

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

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

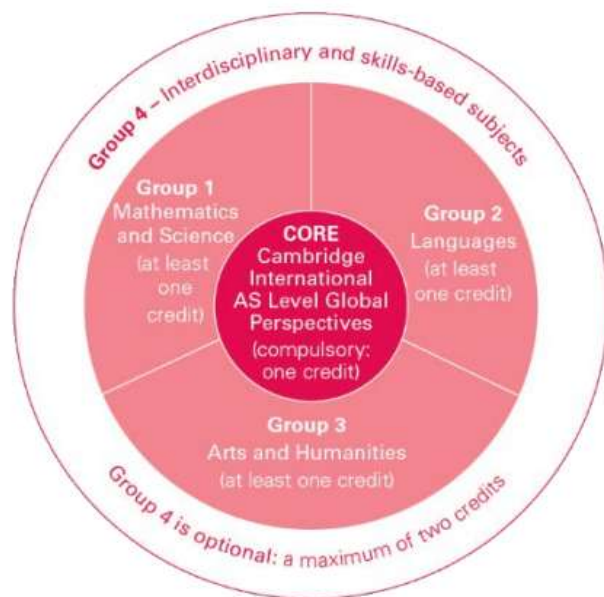
7963010	PREPARATION FOR ADULT LIVING (FAPE)	
	Offered:	Grade 12+
	Length:	Varies
	Prerequisite:	Graduate

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

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

CAMBRIDGE





Minimum of 7 credits from at least three subject groups and the core (Global Perspectives)			
At least 1 credit (pass exam) from groups 1, 2, & 3.			
Group 1: Mathematics and Science	Group 2: Languages	Group 3: Arts and Humanities	Optional (Only 2 credits allowed): Interdisciplinary Subjects
- AS Biology - AL Chemistry - AS Marine - AS Psychology *	AS English Language	- AS Media Studies - AS Psychology * - AS International History - AS US History - AS English Literature	- AS Thinking Skills - AS General Paper
Global Perspectives: Required to pass course and exam to earn AICE Diploma.			
<i>AS exams count as <u>one</u> point toward the diploma. AL exams count as <u>two</u> points toward the diploma. You must earn the seven required credits during a 25-month period.</i>			

ADVANCED PLACEMENT



MATHEMATICS

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

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

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

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

.SOCIAL STUDIES

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

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

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

Advanced Placement courses require students to successfully perform college-level academic work, including many

extensive readings and writing assignments. This course provides students with the opportunity to analyze the functioning of the economy, including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money, and interdependence. Students will take the corresponding AP exam. Students who do not take the AP Exam will incur College Board Assessment fees.

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

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

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

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

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

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

2109420	ADVANCED PLACEMENT WORLD HISTORY MODERN	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Advanced U.S. History/Honors World History/ State Assessment (Test Score 3, 4, 5) or Teacher Recommendation

0708400	ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE	
	Offered:	Grade 10, 11, 12
	Length:	Year
	Prerequisite:	Spanish 3 or higher/Teacher Recommendation Type of Credit: World Language The purpose of this course is to develop oral and written fluency in the language. The content will include the requirements of the Advanced Placement program guidelines. Students will take the College Board Assessment for this course.

GRADUATION REQUIREMENTS





Academic Advisement
Students Entering Grade 9 in 2013-2024 and Thereafter

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 is not required

24 Credit Standard Diploma

4 Credits ELA
• ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
• One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
• One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
• To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the [Florida Course Code Directory](#).

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

Table 1: Graduation Assessment Requirements and Passing Score by School Year

Grade 10 ELA				
School Year When Students Entered Grade 9	Assessment	Passing Score	Score Scale	Score Scale Range
2022–23 and beyond	FAST ELA Reading	247	B.E.S.T.	179–308
2021–22 ²	FAST ELA Reading	246 ¹	B.E.S.T.	179–308
Algebra 1				
First Participation in Algebra 1 EOC	Assessment	Passing Score	Score Scale	Score Scale Range
Winter 2023 and beyond	B.E.S.T. Algebra 1 EOC	400	B.E.S.T.	325–475
Winter 2022–Fall 2023	B.E.S.T. Algebra 1 EOC	398 ¹	B.E.S.T.	325–475

¹ The Alternate Passing Scores (APS) on the B.E.S.T. scale are 246 for FAST Grade 10 ELA Reading and 398 for B.E.S.T. Algebra 1.

² Students who entered grade 9 prior to the 2021–22 school year are also eligible for the alternate passing score (see Table 2).

Alternate Passing Scores

Table 2 lists alternate passing scores for FAST and B.E.S.T. assessments. Students whose graduation requirements were for the Florida Standards Assessments (FSA) (or prior) or students who participated in an administration of the applicable FAST or B.E.S.T. assessment prior to the adoption of cut scores for that assessment are eligible to use an alternate passing score linked to the passing score on the FSA assessment (including concordant/comparative scores, see Tables 3 and 4) for the purpose of meeting an assessment graduation requirement.

Table 2: FAST/B.E.S.T. Alternate Passing Scores

Assessment	Graduation/Assessment Requirement	Alternate Passing Score	Score Scale
FAST Grade 10 ELA Reading	FSA or prior	246	B.E.S.T.
B.E.S.T. Algebra 1	FSA or prior	398	B.E.S.T.
B.E.S.T. Geometry ¹	FSA or prior	401	B.E.S.T.

¹ Earning a passing score on the Geometry EOC is not required for graduation but may be used to earn a Scholar diploma designation or as a comparative score for the Algebra 1 EOC graduation requirement.

Statewide Assessment Retake Opportunities

Students can participate in the grade 10 ELA Reading Retake or the Algebra 1 EOC assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Please see the [Statewide Assessment Schedule](#) page for more information on the administration windows for these assessments.

Concordant and Comparative Scores

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), F.A.C. Tables 3 and 4 show the concordant and comparative scores students may use to satisfy assessment graduation requirements. Adults seeking a high school diploma who have not yet met their assessment graduation requirements may do so by meeting the concordant/comparative score available to current seniors (i.e., for the 2025–26 school year, students who entered grade 9 in 2022–23).

Table 3: Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2020–21 and beyond ¹ :	
SAT Reading and Writing section ²	490
PSAT/NMSQT Reading and Writing section ²	470
PSAT 10 Reading and Writing section	470
ACT English and Reading subject test (averaged) ^{3,4}	18
PreACT Secure English and Reading subject test (averaged) ^{3,4}	18
CLT Grammar/Writing and Verbal Reasoning subject test (sum) ⁴	39

CLT10 Grammar/Writing and Verbal Reasoning subject test (sum) ³	39
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years⁴:	
SAT EBRW/Reading and Writing ²	480
ACT English and Reading subtests (averaged) ^{3,4}	18
CLT Verbal Reasoning and Grammar/Writing sections sum ⁵	36

¹ Applicable students can use scores in this section even if they participated in the test prior to the scores becoming effective on August 19, 2025.

² The combined score for the SAT or PSAT/NMSQT Reading and Writing sections or the SAT EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.

³ If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number.

⁴ The scores from the English and Reading subject tests on the ACT and PreACT and the Verbal Reasoning and Grammar/Writing subject tests on the CLT and CLT10 are not required to come from the same test administration but they cannot come from different tests (e.g., one subject from CLT10 and the other from CLT).

⁵ Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores to meet their assessment graduation requirements if the concordant score was earned from an applicable test taken prior to August 19, 2025.

Table 4: Algebra 1 EOC Comparative Scores¹

Available for students who entered grade 9 in 2020–21 and beyond²:	
SAT Math	420
PSAT/NMSQT Math	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16
CLT Quantitative Reasoning	14
CLT10 Quantitative Reasoning	14
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years³:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3

¹ Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation.

² Applicable students can use scores in this section even if they participated in the test prior to the scores becoming effective on August 19, 2025.

³ Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores, in addition to the scores specified for their cohort, to meet their assessment graduation requirements if the comparative score was earned from an applicable test taken prior to August 19, 2025.

Other Graduation Options

Scholar Diploma Designation

In accordance with s. 1003.4285(1)(a), F.S., to qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide EOC assessments shown in Table 5.

Table 5: Passing Scores Required for a Scholar Diploma Designation

Student Entered Grade 9	EOC Assessment		
	Geometry	Biology 1 ¹	U.S. History ¹
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X

¹ A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced



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Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student takes the respective AP, IB, or AICE assessment, and earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3.

- The passing score for the B.E.S.T. Geometry EOC Assessment was adopted in SBE rule in October 2023. For students who took the B.E.S.T. Geometry EOC Assessment prior to the adoption of the new passing scores, the alternate passing score is 401.
- Students who participated in the B.E.S.T. Geometry EOC prior to the adoption of the B.E.S.T. passing scores may use the provisional score (499) or alternate passing score on the new scale (401).
- Students who are eligible for these alternate passing scores may also use them as a comparative score for the Algebra 1 EOC graduation requirement.

Waivers of Results for Students with Disabilities

Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to [s. 1008.22\(3\)\(d\)2](#), F.S., "A student with a disability, as defined in s. 1007.02, for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript." For additional information, visit the [Bureau of Exceptional Education and Student Services webpage](#).

Alternate Pathways for ESOL Students

During the 2021 Legislative Session, [s. 1003.433\(3\)\(h\)](#), F.S., was amended to require that, beginning with the 2022–23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 ELA assessment requirement, may meet the grade 10 ELA assessment graduation requirement by "satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with state board rule." Details are provided in [Rule 6A-1.00422, F.A.C.](#)

For more information on alternate pathways for ESOL students, please contact the Bureau of Student Achievement through Language Acquisition at SALA@fldoe.org.

High School Equivalency Diploma Program (2014 GED® Test)

The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of 145.

2020–21 School Year

Pursuant to Florida Department of Education (FDOE) [Emergency Order No. 2021-EO-02](#), outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2021 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so. Districts were also authorized to waive Biology 1, Geometry, and/or U.S. History EOC



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assessment requirements for Scholar diploma designation purposes for students expected to graduate in the spring of 2021.

2019–20 School Year

Pursuant to FDOE [Emergency Order No. 2020-EO-01](#), the spring administration of K–12 statewide assessments for the 2019–20 school year that were scheduled to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so.

Helpful Resources

- For a full schedule of all statewide assessments, see the [Statewide Assessment Schedules](#) page.
- An academic advisement flyer for students related to graduation requirements is available on the [Graduation Requirements](#) page.
- The [Florida Statewide Assessments Portal](#) provides information about the assessments currently administered and serves to provide valuable resources to students, parents/guardians, and educators.
- [CPALMS.org](#) is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.



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Graduation Requirements for Florida's Statewide Assessments

Overview

According to [section \(s.\) 1003.4282](#), Florida Statutes (F.S.), students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing required courses, earning a minimum number of credits, earning a minimum grade point average, and passing certain required statewide assessments. Passing scores for the statewide assessments are determined by the State Board of Education (SBE) and defined in [Rule 6A-1.09422](#), Florida Administrative Code (F.A.C.).

Assessment Graduation Requirements

On October 18, 2023, the SBE adopted new score scales and passing scores for the statewide, standardized assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.), which include the Florida Assessment of Student Thinking (FAST) and B.E.S.T. end-of-course (EOC) assessments. The FAST assessments and B.E.S.T. EOC assessments were administered for the first time during the 2022–23 school year, and the passing scores adopted by the SBE are effective beginning with the second administration (PM2) of FAST during the 2023–24 school year and the Winter 2023 B.E.S.T. EOC administration. On July 16, 2025, the SBE adopted concordant and comparative scores aligned to the passing requirements for the B.E.S.T. Standards assessments. The passing standard for a student is determined based on when they took or will take the required assessment, as outlined in the sections and tables below. Students who took these tests for the first time and passed prior to the rule becoming effective have met the assessment graduation requirement.

Grade 10 FAST English Language Arts (ELA) Assessment

The ELA assessment students must pass to graduate with a standard high school diploma is determined by the student's year of enrollment in grade 9. The FAST Grade 10 ELA Reading Assessment is the required assessment for graduation purposes for students who entered grade 9 in 2021–22 and after. The FAST assessments, aligned to the B.E.S.T. Standards, were administered for the first time during the 2022–23 school year. Students must earn a passing Grade 10 FAST ELA Reading score in the third progress monitoring window (PM3) to meet this graduation requirement (see Table 1). In accordance with [s. 1008.22](#), F.S., all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment regardless of whether they have a passing concordant score on file.

For more information on the Grade 10 FAST ELA Reading Assessment, please see the [FAST Assessments webpage](#).

B.E.S.T. Algebra 1 EOC Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who complete an applicable course in the 2022–23 school year and beyond are required to pass the B.E.S.T. Algebra 1 EOC Assessment (see Table 1). In accordance with [s. 1008.22](#), F.S., students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing comparative score on file.

For more information on the B.E.S.T. Algebra 1 EOC Assessment, please see the [End-of-Course Assessments](#) webpage.

Table 1 on the following page lists passing scores required for graduation for the grade 10 ELA and Algebra 1 assessments.

ACADEMIC ADVISEMENT

STUDENTS ENTERING GRADE 9 IN THE 2023-2024 AND THEREAFTER

WHAT STUDENTS AND PARENTS NEED TO KNOW



Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

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

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

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

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

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fdoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

PATHWAYS TO SUCCESS



What are the Florida High School Graduation State Requirements?



Credit Requirements

- 24 credits total (or 18 for accelerated option)
- Must be in specific subjects



Grade Point Average

- Minimum 2.0 GPA
- Calculated from all courses taken (core and elective)



State Assessments

- Must pass 10th grade ELA test
- Must pass Algebra 1 end-of-course (EOC) exam

What are the Different Types of Diplomas?

- Standard High School Diploma (24 Credits)
- ACCEL Program Diploma (18 Credits)
- Access Standard Diploma
- Cambridge Advanced International Certificate of Education (AICE) Diploma
- International Baccalaureate (IB) Diploma
- Career & Technical Education (CTE) Pathway

Diploma Designations

- Merit Designation
- Scholar Designation
- Florida Seal of Biliteracy Designation
- Florida Seal of Fine Arts Designation

24-Credit Standard Diploma vs. 18-Credit Acceleration Program

Both options require a 2.0 GPA, Grade 10 ELA and Algebra 1 EOC exams, and core subject requirements, but differ in:

24-Credit Standard Diploma	18-Credit Acceleration Program
8 elective credits	3 elective credits
Physical education requirement	No physical education requirement
Traditional 4-year path	Can complete in 3 years
More flexibility in course selection & full high school experience	Focused academic path & early graduation possible

Why it Matters

Offering multiple graduation paths ensures every student has an opportunity to succeed, regardless of their strengths, interests, or life circumstances. Flexible options recognize diverse goals and help students stay engaged while preparing for their future.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program is an umbrella program for all state-funded scholarships based on academic achievement in high school. The program includes the Florida Academic Scholars Award, the Florida Merit Scholars Award, and the Gold Seal Vocational Scholars Award. To be eligible for a Bright Futures Scholarship, students must complete an academic program prescribed by the Florida Department of Education. Students must apply for the Bright Futures Scholarship during the twelfth grade, as it is not automatically awarded. The requirements and application procedures may change from year to year and are available in the School Counseling Office at each high school.

General eligibility requirements for the Florida Bright Futures Scholarship Program must be met. A student must be a Florida resident; earn a standard high school diploma or its equivalent from a public or private high school, or complete a home education program, be accepted and enrolled in an eligible Florida public or independent postsecondary education institution be enrolled for at least six semester credit hours; and not have been found guilty of a felony charge. Specific eligibility requirements for each of the three award programs are available from the School Counseling Office. An eligible recipient will receive a Bright Futures Scholarship award regardless of other financial aid or prepaid tuition contract.

HIGH SCHOOL ACCEL OPTIONS

The Volusia County School District provides academically challenging curricula and accelerated instruction to eligible high school students. Eligibility requirements and procedures have been established by the district. According to s.1002.3105, F.S., ACCEL options include, but are not limited to: Credit Acceleration Program (CAP), subject matter acceleration through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment and early admission courses, career academy courses, courses that lead to national industry certification, virtual instruction, and accelerated graduation options.

The Department of Education Office of Articulation provides key advising resources for high schools, school counselors, students, and parents to facilitate college readiness, seamless articulation, acceleration opportunities, and ease of postsecondary transition. School counselors are encouraged to carefully review the resources available online at the Office of Articulation website, www.fldoe.org/articulation. These resources provide information to reduce duplication of college credit, support informed decision-making, and guide careful and effective academic planning for postsecondary success.

Any student currently enrolled in a Volusia County school may apply for acceleration opportunities. To initiate, the student's parent or student must contact the school counselor.

Overview of Options

Credit Acceleration Program (CAP)

The CAP is created for the purpose of allowing secondary students to earn high school credit in courses that require statewide, standardized end-of-course (EOC) assessments. Credit will be awarded by the district for any student who attains the specified score, as defined in s.1008.22(3)(c)5, F.S. Students are not required to be enrolled in the course, or to have completed the course. A student who is not enrolled in the course or who has not completed the course will take the standardized EOC assessment during the regular administration of the assessment. Any student who has not been enrolled in a course or taken the EOC will be enrolled in the appropriate grade-level course according to the district program of studies.

Students requesting to participate in the CAP must have filed a completed Credit by Exam Request Form with the testing coordinator and counselor at the current school of enrollment nine (9) weeks prior to the state-mandated testing window.

Advanced Placement Program (AP)

The College Board's Advanced Placement program is a nationwide program consisting of more than 30 college-level courses and exams in subjects ranging from art to statistics offered at participating high schools. Students earning a qualifying grade on an AP exam can earn credit or advanced placement for their efforts. Eligibility for an AP course includes past academic performance to support a student's potential for advanced coursework. According to the College Board, "In 2018, more than 2.8 million students at over 22,600 schools in 131 countries and territories took nearly 5.1 million AP Exams, and their scores were sent to 3,800 universities." Studies have shown that students who complete a solid academic core, including advanced courses, are more likely to be successful in college. Students with AP scores of 1 and 2 are likely to achieve better college outcomes than similar students who did not take AP courses and exams. Many school counselors have found AP courses provide the challenging content necessary to engage all types of learners. For more information on the AP program, visit the College Board at www.collegeboard.org. Students can earn a nationally recognized AP Capstone Diploma by passing five exams including AP seminar and AP Research. See your counselor for more details.

Early Admission

When the following conditions are met, the student is eligible for the early admissions program:

- Six semesters of full-time secondary enrollment have been completed. All required courses, except electives, one credit in English Language Arts, one-half credit in Economics, and one-half credit in American Government must have been successfully completed.
- A postsecondary regionally accredited college or university has accepted the student.
- A student must enroll in a minimum of 12 college credit hours per semester, or the equivalent, to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent.
- When the following conditions have been met, students may be awarded a high school diploma with their class or at a convenient time following the graduation of that class:
 - a. The student has completed enough college credits to equal two semesters as determined by the college of attendance, with a normal class load, and with at least a C average or its equivalent.
 - b. The district has received written documentation from the college of attendance covering the college work.
 - c. A college English course consisting of two semesters, a college Economics course consisting of one semester, and a college American Government course consisting of one semester has been successfully completed.
- A student in the early admissions program shall not be ranked in his or her high school graduating class.
- An early admission student may be funded under dual enrollment when the following criteria are met:
 - a. Pursuant to s. 1007.271 and 1007.272, F.S., a student accepted for early admission may be funded under dual enrollment if all the early admission conditions are met and the appropriate articulation agreement exists between the Volusia County School District and the postsecondary institution. The Volusia County School District has articulation agreements with Daytona State College, the University of Central Florida, and the University of Florida. A dual enrollment articulation agreement is completed and submitted annually to the Department of Education by the Florida College System.
 - b. Only the courses required to obtain a high school diploma may be counted and funded as dual enrollment.

Dual Enrollment

All 28 public community colleges in Florida participate in dual enrollment. The dual enrollment program serves a broad range of high-achieving students, not just the top academic performers in a school.

The State Board of Education, based on the recommendations of the Articulation Coordinating Committee, recently identified the specific dual enrollment courses that meet high school graduation requirements and assigned a specific amount of high school credit that must be granted

for each dual enrollment course. These courses must be accepted by all high schools in Florida in accordance with the State Board of Education list. In addition, school districts offering dual enrollment through a local articulation agreement must provide information regarding postsecondary dual enrollment courses that meet high school graduation requirements.

Dual enrollment allows eligible high school students to enroll in postsecondary courses for which the student earns credit towards high school graduation, while at the same time earning credit toward a college degree or vocational certificate. Participating students are exempt from the payment of tuition and fees. Students are permitted to enroll in dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Early admission programs allow students to enroll in postsecondary courses full-time on college campuses and earn credits simultaneously toward a college degree and high school graduation.

Industry Certification Opportunities

Industry certification opportunities are offered in specific Career and Technical Education courses. These adult level certifications allow students to leave high school with marketable skills that can directly translate to job readiness. The state legislature collaborates with leaders from business and industry to identify certifications that are relevant in today's job market. Students have the ability to earn certifications at no charge. In addition, successful completion of a state recognized industry certification allows a student to earn "merit designation" upon their graduation.

Online Courses

A minimum of one course must be earned through online learning. Students completing a virtual course or a blended learning course at their zoned school will have fulfilled this requirement. Students may meet the online requirement by successfully completing a course in which a student earns an industry certification in information technology or passing the information technology certification examination or passing an online content assessment, whereby the student demonstrates his or her skills and competency in locating information and applying technology for instructional purposes.

Volusia Online Learning

Courses are available for students in grades 9-12 throughout the school year and some courses are offered during the summer. Online courses meet the needs of students who learn more productively in their own time, in their own space. Virtual courses are added to the student's schedule either during or beyond the school day. Students are not required to take courses beyond the school day but may be if beneficial for the student's needs. More information regarding course offering is available at www.volusiaonlinelearning.com.

FLVS is another option for instruction for eligible students. Approval of an FLVS course is up to the discretion of the school and will add each course to the student's schedule either during or beyond the school day. Students are not required to take courses beyond the school day but may be beneficial for some students' needs. More information regarding course offerings is available at www.flvs.net.

Credit Accelerated High School Option

For students entering ninth grade during the 2013-2014 school year and thereafter, an 18-credit accelerated high school option was added to the ACCEL option which allows those who meet the following requirements to be awarded a standard high school diploma:

- Florida's new high school standard diploma course requirements without the required physical education course and only three credits in electives, and
- A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.
- No online course is required.

Procedures

To explore acceleration options, the student and parent should contact the school counselor to initiate the process of determining the student's eligibility for each option and develop a plan for acceleration, as appropriate.

Upon notification of student/parent request for acceleration, the school counselor will:

1. Review student achievement and academic performance data to establish eligibility for one or more ACCEL options;
2. Notify student of eligibility and program requirements.
3. Assist student in meeting timeline and ACCEL option requirements; and
4. Develop a schedule to meet student's needs and chosen program.