



# PROGRAM OF STUDIES

2017-2018

# VOLUSIA COUNTY SCHOOLS

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

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Ms. Teresa Marcks

## **Executive Director of K-12 Curriculum**

Mrs. Barbara Head



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

### **Vision Statement**

*Ensuring all students receive a superior 21<sup>st</sup> century education.*

### **Mission Statement**

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

# General Education

Table of Contents	High School
Art.....	4
Theatre.....	9
English.....	11
Reading.....	17
Foreign Language.....	18
Mathematics.....	20
Music.....	25
Physical Education.....	34
Research.....	38
Science.....	40
Social Studies.....	44
Pre – AICE Courses.....	51
Additional Courses.....	53
Exceptional Student Education.....	54
Career and Technical Education.....	61
Appendix.....	82

# ART

## ART HISTORY COURSES:

<b>0100300/AMA</b>	<b>ADVANCED PLACEMENT ART/HISTORY OF ART</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation
Type of Credit:	Performing Fine Arts	

The purpose of this course is to investigate the aesthetic content and historical context of images, icons, monuments, and shelter through analysis and written response about works of art from early times through contemporary art forms. A thematic approach enables students to compare and contrast works of various artists, periods, and styles. Non-Western Art, Sculpture, and Architectural forms are also examined for subject matter, function, purpose, and artist intent.

## TWO-DIMENSIONAL ART COURSES:

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

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

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

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

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

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

<b>0104300/AQA</b>	<b>ADVANCED PLACEMENT STUDIO ART: DRAWING PORTFOLIO</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

### **THREE-DIMENSIONAL ART COURSES:**

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

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

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

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

<b>102320/AOC</b>	<b>CERAMICS/POTTERY 3 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Ceramics/Pottery 2/Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

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

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

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

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



## THEATRE

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

This course provides experiences in the study and practice of theatre arts and literature. Students will be introduced to the fundamentals of theatre production which includes scenery construction, costuming, lighting, make-up, and the fundamentals of acting.

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

This course provides intermediate development of skills useful to the study and practice of theatre arts. The content includes instruction in reading and interpretation of dramatic literature, with an emphasis on the techniques and mechanics of acting, set, costume and lighting design (stagecraft), character analysis and portrayal; interpretive and analytical study of plays; and production of plays and dramatic presentations.

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

This course provides opportunities for drama students to continue study in acting and production techniques. The content includes instruction in specific acting techniques and various dramatic presentations emphasizing acting theories, the practice and theory of set design, make-up, lighting, properties, and directing.

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

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

<b>0400700/CRF</b>	<b>MUSICAL THEATRE 1</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year Teacher Recommendation Performing Fine Arts

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 non-musical 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.

<b>0400710/CRH</b>	<b>MUSICAL THEATRE 2</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year Teacher Recommendation Performing Fine Arts

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 non-musical 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.

<b>0400720/CRJ</b>	<b>MUSICAL THEATRE 3</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year Audition and Acceptance into the Music Theatre Institute Program Performing Fine Arts

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 non-musical 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.

## ENGLISH

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

Students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

**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.

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

Students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

**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.

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

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

Students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

**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.

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

Students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

**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.

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

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

Students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

**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.

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

Students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

**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.

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

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

The Advanced Placement course in English Language and Composition is a college-level study of language and writing. Students study rhetoric in a variety of genres to analyze how authors use language. The course emphasizes nonfiction and argumentative writing as preparation for taking the national Advanced Placement exam which many colleges use to award college credits. Mature writing skills are necessary for success in this course.

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

Students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

**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.

<b>1001405/GNO</b>	<b>ENGLISH 4: FLORIDA COLLEGE PREP</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 3/Results of the Postsecondary Education Common
	Type of Credit:	English/Language Arts

Students will incorporate reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards for Language Arts Florida Standards.

The content should include, but not be limited to, the following: demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

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

Students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

**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.

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

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

The Advanced Placement course in English Literature and Composition is a college-level study of literature and writing. Students learn how to use the modes of discourse and to recognize assumptions underlying various rhetorical strategies. Through reading, discussion, writing, and listening, students engage literary texts through the resources of language, including literary devices. This course prepares students to take the national Advanced Placement exam which many colleges use to award college credits.

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

This course develops students' writing and language skills needed for individual expression in literary forms. The content will include instruction in the development and practice of writing a variety of literary works including original poetry, short stories, plays, novels, essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary publication.

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

This course continues development of student's writing style. The content will include a variety of genres; submissions for publication will be encouraged.

<b>1009331/GXE</b>	<b>CREATIVE WRITING 3 HONORS</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Creative Writing 2
	Type of Credit:	Elective

The purpose of the course is to develop writing and language skills needed for individual expression in traditional poetic forms. The content should include, but not be limited to, the following: reading, analyzing and writing Blues, Ballad, Asian, Italian, French forms and traditional forms; technical aspects of entering contests and publishing student work in a literary publication; technical aspects of entering and performing in public readings.



## READING

<b>1000410/GMF</b>	<b>INTENSIVE READING</b>	
	Offered:	Grade 9, 10, 11, 12
Credit:	1.0	
Length:	Year	
Prerequisite:	Criteria Established By State Reading Plan	
Type of Credit:	Elective	

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance. The content should include, but not be limited to, the following: reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student.

**Special Note:** This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

## FOREIGN LANGUAGE

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

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.

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

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.

<b>0708360/DUG</b>	<b>SPANISH 3 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 2
	Type of Credit:	World Language

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. Student's 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.

<b>0708400/DUK</b>	<b>ADVANCED PLACEMENT-SPANISH LANGUAGE</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	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.

<b>0717300/DYD</b>	<b>AMERICAN SIGN LANGUAGE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enable students to begin to acquire proficiency in American Sign Language through a linguistic, communicative, and cultural approach. Emphasis is placed on the development of receptive and expressive signing skills and on the acquisition of applied grammar. Cross cultural understanding and real life applications will be emphasized.

<b>0717310/DYE</b>	<b>AMERICAN SIGN LANGUAGE 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enable students to reinforce 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.

<b>0717312/DYFH</b>	<b>AMERICAN SIGN LANGUAGE 3 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	American Sign Language 2
	Type of Credit:	Elective

The purpose of this course is to enable students to reinforce the fundamental skills acquired by the students in American Sign Language 2. 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 2 while communication remains the primary objective. The cultural survey of the target language is continued.

## MATHEMATICS

In order to provide the best possible placement in mathematics for each student, all mathematics courses require teacher recommendation.

<b>1200370/IMJ</b>	<b>ALGEBRA 1a</b>	
	Offered:	Grade 9, 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Math

This is the first year of a two-year Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems using concrete models to explain algebraic concepts. The content will include: variables, properties of real numbers with emphasis on rational numbers; ratio and proportion; solving linear equations and systems; graphing relations and functions; coordinate geometry; inequalities; measurement; geometric relationships; set operations; dimensional analysis; and identifying patterns and making predictions. Manipulatives, calculators, and computers will serve as instructional tools in concept development.

Algebra 1a meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program. **Students will take a district EOC assessment.**

<b>1200380/IMK</b>	<b>ALGEBRA 1b</b>	
	Offered:	Grade 9, 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1a
	Type of Credit:	Math

This is the second year of a two-year Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems using concrete models to explain algebraic concepts. The content will include: properties of real numbers including rational and irrational numbers; algebraic notation; scientific notation; polynomials; varied means for analyzing and expressing patterns, relations, and functions; linear and quadratic functions; coordinate geometry; geometric relationships; and data analysis concepts. Manipulatives, calculators, and computers will serve as instructional tools in concept development. This course is a study of the topics of Algebra 1 designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: functions, linear equations, inequalities, polynomials, rational numbers and equations, radicals, quadratics, and discrete mathematics with multiple representations. Calculators and computers will serve as instructional tools in concept development. **For students who entered 9<sup>th</sup> grade in 2010-2012 school years they will be required to pass the state Algebra 1 End of Course Assessment to be awarded credit for the course. For students who entered 9<sup>th</sup> grade in 2013-2014 and thereafter they 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.** Algebra 1b meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program.

<b>1200310/IMB</b>	<b>ALGEBRA 1</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11 1.0 Year None Math

This course is a study of the topics of Algebra 1 designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: functions, linear equations, inequalities, polynomials, rational numbers and equations, radicals, quadratics, and discrete mathematics with multiple representations. Calculators and computers will serve as instructional tools in concept development. **For students who entered 9<sup>th</sup> grade in 2010-2012 school years they will be required to pass the state Algebra 1 End of Course Assessment to be awarded credit for the course. For students who entered 9<sup>th</sup> grade in 2013-2014 and thereafter they will be required to take the Algebra I End of Course Exam (EOC), which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra EOC for graduation purposes.**

<b>1207300/IUC</b>	<b>LIBERAL ARTS MATHEMATICS 1</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year Algebra 1 or equivalent Math

Liberal Arts Mathematics is a course designed to strengthen the mathematical skills required for end of course exams and college entrance exams. Units of study will include solving and graphing equations, inequalities and systems of equations, properties of polynomials and exponents, introduction to geometry, similarity, three dimensional measurements, statistics and financial mathematics. Liberal Arts Mathematics does not meet the academic core in mathematics for entrance into the state university system or Bright Futures Scholarship Program. **Students will take a district EOC assessment.**

<b>1207310/IUD</b>	<b>LIBERAL ARTS MATHEMATICS 2</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year Geometry or equivalent Math

Liberal Arts Mathematics 2 is a course designed to strengthen the mathematical skills required for end of course exams and college entrance exams. Units of study for Liberal Arts Mathematics 2 will include algebraic expressions and equations with geometric connections, quadratics, polynomials and rational expressions, functions, statistics and probability. **Students will take a district EOC assessment.**

<b>1200330/IMD</b>	<b>ALGEBRA 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
	Type of Credit:	Math

This course is designed to continue the study of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. The content will include: structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; quadratic, exponential, and logarithmic functions, and their applications; Calculators and computers will serve as instructional tools in concept development. **Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.**

<b>1200340/IME</b>	<b>ALGEBRA 2 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
	Type of Credit:	Math

This course is a rigorous in-depth study of the topics of Algebra 2 with emphasis on theory, proof, and development of formulas, as well as their application. The content will include: structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; conic sections and their applications; quadratic, exponential, and logarithmic functions; and the Binomial Theorem. Calculators and computers will serve as instructional tools in concept development. **Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.**

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

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. The content will include Euclidean geometry of lines, planes, angles, triangles, construction and logic, and properties of circles, polygons, right triangle trigonometry, and reinforcement of algebraic concepts. Calculators and computers will serve as instructional tools in concept development. **Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.**

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

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. The content will include the following: structure of geometry; separation properties; angle concepts; triangles, quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, and topology. Calculators and computers will serve as instructional tools in concept development. **Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.**

<b>1200700/IND</b>	<b>MATH FOR COLLEGE READINESS</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 2/Geometry recommended and results of the post-secondary education common placement test (PERT).
	Type of Credit:	Math

The purpose of this course is to enhance and continue the study of mathematics after Algebra 1, Algebra 2, and Geometry and to prepare students for college-level studies. The content will include graphing linear functions, quadratic functions, absolute value functions, radical functions and rational functions. Students will also be expected to solve equations containing these types of functions as well as performing operations on expressions and simplifying. Other topics will include inequalities, factoring polynomials, applied problems, and systems of equations. Students will participate in assessment for college readiness. Calculators and computers will serve as instructional tools in concept development. **Students will take the PERT exam as their EOC assessment.**

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

This course is designed to strengthen and extend the student's knowledge of algebraic and trigonometric concepts and to prepare the student for calculus. The content will include mathematical induction, symbolic logic, Boolean and matrix algebra, probability and statistics, elementary functions and limits. Calculators and computers will serve as instructional tools in concept development. **Students will take a district EOC assessment.**

<b>1202310/IOB</b>	<b>ADVANCED PLACEMENT CALCULUS AB</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-calculus
	Type of Credit:	Math

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

<b>1202320/IOC</b>	<b>ADVANCED PLACEMENT CALCULUS BC</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Advanced Placement Calculus AB or Pre-calculus
	Type of Credit:	Math

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

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

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



## MUSIC

<b>1300300/JMA</b>	<b>MUSIC THEORY 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The course will include writing four-part triadic harmony, sight-singing, and writing simple rhythms/melodies, compositions, and study of musical terms. On completion, the student will be able to compose or arrange a short musical work.

<b>1300330/JMD</b>	<b>ADVANCED PLACEMENT MUSIC THEORY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The course contains the study of fundamental terminology, notational skills, key signatures, and transposition. Two-part counterpoint, harmonization of melodies and four-part realization of figured bass symbols will be studied. Extensive melodic, rhythmic, and harmonic-ear training will be included.

<b>1301360/JPA</b>	<b>KEYBOARD 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with instruction in keyboard using varied performance techniques. The content shall include the development of music fundamentals, keyboard performance techniques and interpretation of musical notation including chord symbols.

<b>1301370/JPB</b>	<b>KEYBOARD 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with instruction in varied performance techniques on the keyboard. The content shall include the development of music fundamentals, performance techniques and interpretation of musical notation.

<b>1302300/JQA</b>	<b>BAND 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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

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

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

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

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

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

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

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

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

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

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

<b>1302360/JRA</b>	<b>ORCHESTRA 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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

<b>1302370/JRB</b>	<b>ORCHESTRA 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Performing Fine Arts	

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

<b>1302380/JRC</b>	<b>ORCHESTRA 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

<b>1302390/JRD</b>	<b>ORCHESTRA 4</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

<b>1302400/JRE</b>	<b>ORCHESTRA 5 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
	Type of Credit:	Performing Fine Arts

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

<b>1302410/JRF</b>	<b>ORCHESTRA 6 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
	Type of Credit:	Performing Fine Arts

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

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

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. After school performances and rehearsal are a part of this course.

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

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. After school rehearsal and performances are a part of this course.

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

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. After school rehearsal and performances are a part of this course.

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

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. After school rehearsals and performances are a part of this course.

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

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

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

The purpose of this course is to extend experiences in basic vocal production techniques and part singing, choral performance techniques, vocal tone production, musical literacy and music listening shall be emphasized. After school rehearsals and performances are a part of this course.

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

The purpose of this course is to develop basic musicianship and technical skills. Interpretation of notation, holistic presentation of simple musical forms, style periods and aesthetic values shall be emphasized. After school rehearsal and performances are a part of this course.

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

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

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

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

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

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

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

The purpose of this course is to develop performance in ensembles through the study of varied literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

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

The purpose of this course is to apply performance techniques through the study of varied literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

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

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

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

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



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

The purpose of this course is to provide students with instruction in the development of beginning level skill in the art of performing various bodily movements in rhythm using musical accompaniment. After school rehearsals and performances are a part of this course.

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

The purpose of this course is to provide students with instruction in the development of intermediate level skills in the art of performing various bodily movements in rhythm using musical accompaniment. After school rehearsals and performances are a part of this course.

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

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

<b>1305330/JYD</b>	<b>EURYTHMICS 4</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

## PHYSICAL EDUCATION

### FITNESS:

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

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

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

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

<b>1501340/KPA</b>	<b>WEIGHT TRAINING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

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

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

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

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

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

<b>1501390/KPF</b>	<b>COMPREHENSIVE FITNESS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Personal Fitness
Type of Credit:	Physical Education	

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

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

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

**INDIVIDUAL AND DUAL:**

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

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

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

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

<b>1502430/KTC</b>	<b>INDIVIDUAL AND DUAL SPORTS 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Physical Education	

The purpose of this survey course is to acquire knowledge of individual and dual sports' play, develop basic skills in selected individual and dual sports, and maintain and/or improve health-related fitness. Activities for this course may not be repeated in Individual and Dual Sports 1 or 2.

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

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

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

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

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

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

## RESEARCH

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

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

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

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

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

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

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

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

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

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

## SCIENCE

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

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.

<b>2000310/MMB</b>	<b>BIOLOGY 1</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Science (BI)	

This course provides students with exploratory activities, laboratory experiences and real-life applications in the biological sciences. The content includes the following concepts: nature of science, matter, energy, chemical processes of life, reproduction and communication of cells, basic study of genetics, organization, classification and taxonomy, structure, reproduction and function of plants, animals, and microorganisms, interdependence of living things, adaptations, and the impact of technology on society. Preserved animal studies may be a part of this course. **All students are required to pass Biology 1. The Biology End of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

<b>2000320/MMC</b>	<b>BIOLOGY 1 HONORS</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
Type of Credit:	Science (BI)	

This advanced course provides integrated laboratory experiences and real-life applications in the essential processes of life. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations and changes through time. Laboratory investigations will include the use of the scientific process, measurement, observations, predictions, reasoning and problem solving skills. Preserved animal studies may be a part of this course. **All students are required to pass Biology 1. The Biology End of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**



<b>2000330/MMD</b>	<b>BIOLOGY 2 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1 or Biology 1 Honors/Teacher Recommendation
Type of Credit:	EQ Science	

This course builds upon the study of biological concepts introduced in Biology 1 or Biology 1 Honors. The content contains the practice of science, energy, interdependence, matter and energy transformations, organization and development of living organisms, heredity and reproduction. Laboratory investigations include the scientific process, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of this course.

<b>2000340/MME</b>	<b>ADVANCED PLACEMENT BIOLOGY</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1 Honors, Chemistry and Algebra 2/FCAT Reading and Math Level 3 or higher/Teacher Recommendation Recommendation: Block with Biology 2
Type of Credit:	EQ	

This college-level course seeks to prepare the student for credit and/or appropriate placement in college biology courses. The content is organized in the following 4 Big Ideas: Evolution, Cellular Processes, Genetics and Information Transfer and Interactions. Twenty five percent of instructional time is devoted to lab investigations which include two investigations per big idea. Lab investigations are student-directed and inquiry based. Preserved animal studies may be a part of this course.

<b>2000360/MMG</b>	<b>ANATOMY AND PHYSIOLOGY HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1 or Biology 1 Honors
Type of Credit:	EQ Science	

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.

<b>2001340/MNE</b>	<b>ENVIRONMENTAL SCIENCE</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1
Type of Credit:	EQ	

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

<b>2001310/MNB</b>	<b>EARTH-SPACE SCIENCE</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	EQ Science	

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, land forms, 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.

<b>2003350/MOF</b>	<b>CHEMISTRY 1 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1/Teacher Recommendation
Type of Credit:	EQ Science	

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

<b>2003360/MOG</b>	<b>CHEMISTRY 2</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Geometry 1/Chemistry 1/or Chemistry 1 Honors/ Teacher Recommendation
Type of Credit:	EQ Science	

This course expands and applies chemical concepts introduced in Chemistry 1/Chemistry 1 Honors. The content includes pH and ionic equilibrium, kinetics and thermodynamics, nuclear chemistry, organic and biochemistry, and descriptive, inorganic chemistry. Selected laboratory investigations include the use of the scientific process, measurement, laboratory apparatus, and safety.

<b>2003370/MOH</b>	<b>ADVANCED PLACEMENT CHEMISTRY</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Chemistry 1 Honors/or Chemistry 2/and Algebra 2 Honors/Teacher Recommendation Recommendation: Block with Chemistry 2
Type of Credit:	EQ Science	

This college-level course in chemistry seeks to prepare the student for credit and/or appropriate placement in college chemistry courses. The content includes the structure and states of matter, chemical reactions, and descriptive chemistry. Selected laboratory investigations include the use of the scientific process, measurement, laboratory apparatus, and safety.

<b>2003380/MOI</b>	<b>PHYSICS 1</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1
Type of Credit:	EQ Science	

This course provides a foundation 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.

<b>2003390/MOJ</b>	<b>PHYSICS 1 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 2/Teacher Recommendation
Type of Credit:	EQ Science	

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.

<b>2003421/MOY</b>	<b>AP PHYSICS 1</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Physics Honors/Algebra 2/Teacher Recommendation
Type of Credit:	EQ	

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

## SOCIAL STUDIES

<b>2102335/NNQ</b>	<b>ECONOMICS WITH FINANCIAL LITERACY</b>	
	Offered:	Grade 12
	Credit:	.50
	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 in order to promote economic and financial literacy. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the roll and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

<b>2102345/NNR</b>	<b>ECONOMICS WITH FINANCIAL LITERACY HONORS</b>	
	Offered:	Grade 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Required for Graduation

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

Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

<b>2107300/NVA</b>	<b>PSYCHOLOGY 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Elective	

This course provides an understanding of human behavior, behavioral interaction, and the development of individuals. Content will include the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapy.

<b>2107310/NVB</b>	<b>PSYCHOLOGY 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Psychology 1
Type of Credit:	Elective	

The purpose of this course is to allow students to expand their awareness of areas of psychology. The content should include statistical research/memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction.

<b>2106310/NNN</b>	<b>UNITED STATES GOVERNMENT</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Required for Graduation	

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

<b>2106320/NNS</b>	<b>UNITED STATES GOVERNMENT HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Required for Graduation

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

<b>2100310/NMB</b>	<b>UNITED STATES HISTORY</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Required for Graduation

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. **For students entering 9<sup>th</sup> grade in 2012-2013, thirty percent of their final grade will be based on the state U.S. History End of Course Exam. Students will be required to take the exam in order to be awarded credit.**

<b>2100320/NMC</b>	<b>UNITED STATES HISTORY HONORS</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Required for Graduation

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g. Social Studies fair, projects for competitive evaluation, or other teacher-directed projects). **For students entering 9<sup>th</sup> grade in 2012-2013, thirty percent of their final grade will be based on the state U.S. History End of Course Exam. Students will be required to take the exam in order to be awarded credit.**

<b>2109310/NXB</b>	<b>WORLD HISTORY</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Required for Graduation

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

<b>2109320/NXC</b>	<b>WORLD HISTORY HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Required for Graduation

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

<b>2109380/NYB</b>	<b>ADVANCED PLACEMENT EUROPEAN HISTORY</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	World History Honors/AP U.S. History/Teacher Recommendation
	Type of Credit:	Elective

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides the analytic skills and factual knowledge necessary to deal critically with European historic development. Higher order thinking skills will be emphasized. Content will include the origin and development of European culture and institutions; the rise of the European state system; the impact of religious thought and ideals; the evolution of political systems, economic systems, and philosophies; the relationship between technological change and societal reaction; nationalism; and the future of the European continent based on contemporary trends. Content will follow the current Advanced Placement course requirements for European History.



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

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

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

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

<b>2107350/NVC</b>	<b>ADVANCED PLACEMENT PSYCHOLOGY</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Psych 1/and Bio 1 Honors/or Anatomy and Phys/ Teacher Recommendation
	Type of Credit:	Elective

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides a systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists used in their science and practice. The content should include, but not be limited to the following: methods, biological basis of behavior, sensation and perception, states of consciousness, learning cognition, motivation emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

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

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

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

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

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

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

# Pre-AICE Courses

## ENGLISH – PRE-AICE

☆1001560/GNP	<b>ENGLISH LANG IGCSE – Pre-AICE</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	AICE Acceptance
	Type of Credit:	Pre-AICE Requirement (English – 9 <sup>th</sup> )

This course is designed for learners to develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners will also read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. This course also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

## SCIENCE – PRE-AICE

☆2000322/GNX	<b>BIOLOGY IGCSE – Pre-AICE</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	AICE Acceptance
	Type of Credit:	Pre-AICE Requirement (Bio)

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.

## SOCIAL STUDIES – PRE-AICE

☆2109321/	<b>WORLD HISTORY IGCSE – Pre-AICE</b>	
	Offered:	Grade 9, 10
	Credit:	0.5
	Length:	Semester
	Prerequisite:	AICE Acceptance
	Type of Credit:	Pre-AICE Requirement (WH)

This course is a study of world history from the nineteenth century to the beginning of the twenty-first century. It encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners will explore history from a diversity of perspectives, including social, economic, cultural and political.

## RESEARCH and CRITICAL THINKING – PRE-AICE

<b>☆1700362/GNY</b>	<b>GLOBAL PERSPECTIVES IGCSE – Pre-AICE</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	AICE Acceptance
	Type of Credit:	Pre-AICE Requirement (Elective)

This course is a groundbreaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including team work, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

## ADDITIONAL COURSES

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

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

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

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

# EXCEPTIONAL STUDENT EDUCATION

## MULTI-VE AND VE MODIFIED

### ACADEMIC

Access courses are intended only for students with a significant cognitive disability who meet the criteria for participation in the Florida Alternate Assessment. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which 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

<b>7910111/RML</b>	<b>ACCESS ENGLISH 1/2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	English/Language Arts

The purpose of these courses is to provide access to the general education English 1, 2, 3, and 4 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

<b>7912090/ROF</b>	<b>ACCESS ALGEBRA 1B</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Math

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

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

The purpose of this course is to provide tiered access to the general education Integrated Science curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content should include, but not be limited to: biological, physical, and chemical characteristics of matter, characteristics of energy transmission, practical application of electric and magnetic phenomena, interaction of matter and energy, characteristics of life, equilibrium of earth's biotic community.

<b>7921027/RQE</b>	<b>ACCESS U.S. HISTORY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Social Studies

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

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

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

<b>7921015/RQB</b>	<b>ACCESS UNITED STATES GOVERNMENT</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 up to 1 Semester None Social Studies

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

### **SPECIAL SKILLS COURSES**

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

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

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

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



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

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

### **VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES**

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

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

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

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

## SEPARATE CLASS - MILD/MODERATE VE

### ACADEMIC

All academic courses offered below are to be used for students with disabilities who entered 9<sup>th</sup> grade prior to the 2014-15 school year. Students with disabilities who entered 9<sup>th</sup> grade during the 2014-15 school year or later, who are not eligible for alternate assessment, must enroll in general education courses used to satisfy standard diploma requirements per Florida State Board of Education Rule 6A-1.09963.

<b>7910125/RVF</b>	<b>FUNDAMENTAL ENGLISH 3</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Language Arts

The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. 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

<b>7910130/RVG</b>	<b>FUNDAMENTAL ENGLISH 4</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Language Arts

The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. 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

<b>7912100/RVJ</b>	<b>FUNDAMENTAL ALGEBRAIC SKILLS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Mathematics

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<b>7912105/RVK</b>	<b>FUNDAMENTAL CONSUMER MATHEMATICS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Mathematics	

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using functions. The Mathematical Practice Standards 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.

## Career and Technical Education

# AGRICULTURE, FOOD & NATURAL RESOURCES CLUSTER

PROGRAM NUMBER	HORTICULTURE SCIENCE AND SERVICES		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8121600</b> ✪	8106810/UWT	Agriscience Foundations 1*		
	8121510/UWU	Introductory Horticulture 2	✓	
	8121520/UWV 8121520H/UWVH	Horticultural Science 3 Horticultural Science 3 HONORS	✓	FNGLA Certified Horticulture Professional
	8121610/UWE 8121610H/UWEH	Horticulture Science/Services 4 Horticulture Science/Services 4 HONORS		
	8121620/UWF 8121620H/UWFH	Horticulture Science/Services 5 Horticulture Science/Services 5 HONORS		
	8121630/UWG 8121630H/UWGH	Horticulture Science/Services 6 Horticulture Science/Services 6 HONORS		

*\*Beginning July 2001, Agriscience Foundations 1 counts as a science credit for graduation.*

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

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; Agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in Agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

<b>8121510/UWU</b>	<b>INTRODUCTORY HORTICULTURE 2</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriscience Foundations 1	
	Type of Credit:	Elective, Arts Elective	

This course is designed to develop competencies in the areas of career opportunities; global importance of agriculture; plant classification; propagation; growing media; nutritional needs; fertilization; irrigation; pest identification; pest control, pruning; plant installation; transplanting; safe hand-tool use; and employability skills.

<b>8121520/UWV</b>	<b>HORTICULTURAL SCIENCE 3</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Introductory Horticulture 2	
	Type of Credit:	Elective, Arts Elective	

This course is designed to develop competencies in the areas of industry regulations; plant classification; plant transportation; soil sampling and analysis; fertilizer calculations; recording keeping; irrigation components, water quality; drainage; integrated pest management; pesticide safety and regulations; equipment calibration; chemical growth regulators; xeriscaping; integrated landscape management; safe use of power equipment; record keeping; and employability skills.

<b>8121520H/UWVH</b>	<b>HORTICULTURAL SCIENCE 3 HONORS</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Introductory Horticulture 2/Permission of Instructor/ Contract Required	
	Type of Credit:	Elective, Arts Elective	

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

<b>8121610/UWE</b>	<b>HORTICULTURAL SCIENCE &amp; SERVICES 4</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Horticultural Science 3	
	Type of Credit:	Elective	

This course is designed to further develop competencies in the areas of plant identification and classification; growing media; irrigation system set up; and maintaining and analyzing records including production costs.

<b>8121610H/UWEH</b>	<b>HORTICULTURE SCIENCE &amp; SERVICES 4 HONORS</b>		<b>Career</b>
	<b>Prep</b>		
Offered:	Grade 10, 11, 12		
Credit:	1.0		
Length:	Year		
Prerequisite:	Horticulture Science 3/Permission of Instructor/ Contract Required		
Type of Credit:	Elective		

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

<b>8121620/UWF</b>	<b>HORTICULTURAL SCIENCE &amp; SERVICES 5</b>		<b>Career</b>
	<b>Prep</b>		
Offered:	Grade 10, 11, 12		
Credit:	1.0		
Length:	Year		
Prerequisite:	Horticulture Science & Services 4		
Type of Credit:	Elective		

This course is designed to further develop competencies in the areas of identifying and evaluating IPM practices; maintaining and repairing irrigation systems; analyzing and evaluating fertilizer usage.

<b>8121620H/UWFH</b>	<b>HORTICULTURE SCIENCE &amp; SERVICES 5 HONORS</b>		<b>Career</b>
	<b>Prep</b>		
Offered:	Grade 10, 11, 12		
Credit:	1.0		
Length:	Year		
Prerequisite:	Horticulture Science & Services 4/Permission of Instructor/ Contract Required		
Type of Credit:	Elective		

This honors course offers extensive experience in Horticulture. In addition to fulfilling all requirements of Horticultural Science & Services 5, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

**✿ GOLD SEAL PROGRAM**

◆ Lead directly to science, technology, engineering, and mathematics (STEM) occupations as identified through national and State research and labor market information.

# ARCHITECTURE AND CONSTRUCTION CLUSTER

PROGRAM NUMBER	*BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8722000</b> ✪	8722010/XRJ	Building Trades and Construction Design Technology 1		
	8722020/XRK	Building Trades and Construction Design Technology 2		NCCER Construction Technology NCCER Carpentry level 1
	8722030/XRL	Building Trades and Construction Design Technology 3	✓	NCCER Construction Technology NCCER Carpentry level 1
	8722040/XRM	Building Trades and Construction Design Technology 4		NCCER Construction Technology NCCER Carpentry level 1

**\*NEW PROGRAM:** *The Building Trades and Construction Design Technology program replaces the Building Construction Technology program.*

<b>8722010/XRJ</b>	<b>BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 1 Career Prep</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year None Elective

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



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

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

<b>8722030/XRL</b>	<b>BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 3 Career Prep</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Building Trades and Construction Design Technology 2 Elective, Arts Elective

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

<b>8722040/XRM</b>	<b>BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY 4 Career Prep</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Building Trades and Construction Design Technology 3 Elective

The purpose of this course is to provide students with hands on skills in the carpentry and masonry trades.

# ARTS, AV, TECHNOLOGY, AND COMMUNICATION CLUSTER

PROGRAM NUMBER	DIGITAL MEDIA/MULTIMEDIA DESIGN		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8201200 ✱	8201210/VQS	Digital Media/Multimedia Foundations 1	✓	ACA Illustrator, InDesign, Photoshop
	8201220/VQT	Digital Media/Multimedia Foundations 2	✓	ACA Illustrator, InDesign, Photoshop
	8201230/VQU	Digital Media/Multimedia Foundations 3	✓	ACA Illustrator, InDesign, Photoshop
	8201240/VQV	Digital Media/Multimedia Foundations 4	✓	ACA Illustrator, InDesign, Photoshop
	8201250/VQW	Digital Media/Multimedia Foundations 5	✓	ACA Illustrator, InDesign, Photoshop
	8201260/VQX	Digital Media/Multimedia Foundations 6	✓	
	8201270/VQY	Digital Media/Multimedia Foundations 7	✓	

8201210/VQS	<b>DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 1</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 9, 10, 11	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Recommended Computer Applications for Business (8200200)/ Keyboarding (8200110)/Computing for College & Careers (8209020)/Teacher Recommendation	
	Type of Credit:	Elective, Arts Elective	

This course is designed to allow students to gain hands on experience with Industry Standard Design and Graphics Software. Students gain a working knowledge of the software and then must demonstrate proficiency in the use of the illustration software. Students must also demonstrate knowledge of basic computer use, presentation production issues, using illustration software, digital still photography, and photo editing software, language arts skills, mathematics skills, and science skills. Students must also use oral and written communication skills in creating, expressing and interpreting information and ideas. Students have the opportunity to earn their Adobe Certification in Photoshop with successful completion of the course. **\$15 Lab Fee Required.**

<b>8201220/VQT</b>	<b>DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 2</b>		<b>Career</b>
	<b>Prep</b>		
Offered:	Grade 10, 11, 12		
Credit:	1.0		
Length:	Year		
Prerequisite:	Digital Media/Multimedia Foundations 1/Permission of		
Type of Credit:	Instructor Elective, Arts Elective		

This course is designed to allow students to gain advanced hands on experience with Industry Standard Design and Graphics Software. Students will demonstrate proficiency in advanced design, an understanding in color modes, in using fonts for advanced design, to solve problems using critical thinking skills, creativity and innovation, and in the use of information technology tools. Students have the opportunity to earn their Adobe Certification in Illustrator with successful completion of the course. **\$15 Lab Fee Required.**

<b>8201230/VQU</b>	<b>DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 3</b>		<b>Career</b>
	<b>Prep</b>		
Offered:	Grade 10, 11, 12		
Credit:	1.0		
Length:	Year		
Prerequisite:	Digital Media/Multimedia Foundations 2/Permission of		
Type of Credit:	Instructor Elective, Arts Elective		

This course is designed to allow students to gain advanced hands on experience with Industry Standard Design and Graphics Software. Students will demonstrate proficiency in advanced design, develop team-work and leadership skills to tackle industry standard levels of work, to solve problems using critical thinking skills, creativity and innovation, and in the use of information technology tools. Students have the opportunity to earn their Adobe Certification in InDesign with successful completion of the course. **\$15 Lab Fee Required.**

<b>8201240/VQV</b>	<b>DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 4</b>		<b>Career</b>
	<b>Prep</b>		
Offered:	Grade 10, 11, 12		
Credit:	1.0		
Length:	Year		
Prerequisite:	Digital Media/Multimedia Foundations 3/Permission of		
Type of Credit:	Instructor Elective, Arts Elective		

This course is designed to allow students to gain advanced hands on experience with Industry Standard Design and Graphics Software. Students will demonstrate proficiency in advanced design, develop proficiency in web page design, demonstrate an understanding of HTML and CSS, demonstrate mastery in authoring software for web page design, to solve problems using critical thinking skills, creativity and innovation, and in the use of information technology tools. Students have the opportunity to earn their Adobe Certification in Dreamweaver with successful completion of the course. **\$15 Lab Fee Required.**

<b>8201250/VQW</b>	<b>DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 5</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Media/Multimedia Foundations 4/Permission of	
	Type of Credit:	Instructor Elective, Arts Elective	

This course is designed to allow students to gain advanced hands on experience with Industry Standard Design and Graphics Software. Students will demonstrate proficiency in advanced design, develop proficiency in web page design, demonstrate an understanding of ActionScript's, become proficient in interactive design software for Web page design, interactive presentation and banners for WWW to solve problems using critical thinking skills, creativity and innovation, and in the use of information technology tools. Students have the opportunity to earn their Adobe Certification in Flash with successful completion of the course. **\$15 Lab Fee Required.**

<b>0108310/AUB</b>	<b>CREATIVE PHOTOGRAPHY 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Digital Academy Students Only
	Type of Credit:	Performing Fine Arts

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

# **BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER**

PROGRAM NUMBER	PRACTICAL ARTS COURSES	
	Course Number	Course Name
8500375	8500375/WPO	Blueprint for Professional Success

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

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals. Emphasis will include technology resources to investigate the broad range of occupations and careers in family and consumer sciences. The concept includes, but is not limited to, personal decision making as it applies to careers, occupations and entrepreneurial opportunities.

## HEALTH SCIENCE CLUSTER

<b>*8400320/WOT</b>	<b>MEDICAL SKILLS &amp; SERVICES</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Practical Arts

The purpose of this course is to provide 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. Be able to discuss legal aspects for the health consumer. The student will understand the use of computers and technology in the health care field.

**\*GOLD SEAL PROGRAM**

◆ *Lead directly to science, technology, engineering, and mathematics (STEM) occupations as identified through national and State research and labor market information.*

<b>8417100/WNA</b>	<b>HEALTH SCIENCE 1</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	Elective	

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.

<b>8417110/WNB</b>	<b>HEALTH SCIENCE 2</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Health Science 1	
	Type of Credit:	Elective, Substitution for Anatomy & Physiology (2000350)	

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

<b>8417131/WNF</b>	<b>ALLIED HEALTH ASSISTING 3 Prep</b>		<b>Career</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Health Science 2	
	Type of Credit:	Elective	

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.

<b>8417131H/WNFH</b>	<b>ALLIED HEALTH ASSISTING 3 HONORS Prep</b>		<b>Career</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Health Science 2/Permission of Instructor/Contract Required	
	Type of Credit:	Elective	

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

<b>8400100/YSX</b>	<b>HEALTH SCIENCE EDUCATION <i>DIRECTED STUDY</i> Prep</b>		<b>Career</b>
	Offered:	Grade 10, 11, 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	Completed Career Prep Program	
	Type of Credit:	Elective	

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the *Health Science* cluster that will enhance opportunities for employment in the career field chosen by the student. This course may be taken only by a student who has completed a specific *Health Science* career preparatory program and is interested in continued study in this career cluster. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor. A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

## HOSPITALITY AND TOURISM CLUSTER

PROGRAM NUMBER	CULINARY ARTS		HS ARTS CREDIT	INDUSTRY CREDENTIAL
	Course Number	Course Name		
<b>8800500</b> ✪	8800510/WSA	Culinary Arts 1		
	8800520/WSB	Culinary Arts 2		
	8800530/WSC	Culinary Arts 3		FRA/ServSafe
	8800530H/WSCH	Culinary Arts 3 HONORS		FRA/ServSafe
	8800540/WSD 8800540H/WSDH	Culinary Arts 4 Culinary Arts 4 HONORS		FRA/ServSafe FRA/ServSafe

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

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

<b>8800520/WSB</b>	<b>CULINARY ARTS 2</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Culinary Arts 1	
	Type of Credit:	Elective	

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

<b>8800530/WSC</b>	<b>CULINARY ARTS 3 (Level 3)</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Culinary Arts 2	
	Type of Credit:	Elective, Arts Elective	

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



<b>8800530H/WSCH</b>	<b>CULINARY ARTS 3 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Culinary Arts 2/Permission of Instructor/Contract Required	
	Type of Credit:	Elective, Arts Elective	

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

<b>8800540/WSD</b>	<b>CULINARY ARTS 4</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Culinary Arts 3	
	Type of Credit:	Elective	

The purpose of this course is to prepare students for employment or advanced training in the commercial food service and hospitality industry. Courses are sequential requiring greater skill development at each level.

<b>8800540H/WSDH</b>	<b>CULINARY ARTS 4 HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Culinary Arts 3/Permission of Instructor/Contract Required	
	Type of Credit:	Elective, Arts Elective	

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

<b>PROGRAM NUMBER</b>	<b>PRACTICAL ARTS COURSES</b>	
	<b>Course Number</b>	<b>Course Name</b>
<b>8500355</b>	8500355/WPJ	Nutrition & Wellness
<b>8500390</b>	8500390/WPK	Principles of Food Preparation

<b>8500355/WPJ</b>	<b>NUTRITION AND WELLNESS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Practical Arts

The purpose of this course is to prepare students to understand the relationship between nutrition and wellness. The program also provides for selection, preparation, service, and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness.

<b>8500390/WPK</b>	<b>PRINCIPLES OF FOOD PREPARATION</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 .50 Semester None Practical Arts

The purpose of this course is to prepare students to understand the principles of food preparation, selection and storage, basic food preparation and selection of food services.

# MARKETING, SALES, AND SERVICES CLUSTER

PROGRAM NUMBER	MARKETING, MANAGEMENT & ENTREPRENEURIAL PRINCIPLES		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>920050</b> ✪	8827110/YOB	Marketing Essentials		
	8827120/YOC	Marketing Applications		
	8827130/YOH 8827130H/YOHH	Marketing Management Marketing Management HONORS		N/A

8827110/YOB	<b>MARKETING ESSENTIALS</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	Elective, Arts Elective	

This course is designed to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. Course content also includes the fundamentals of marketing and promotion.

8827120/YOC	<b>MARKETING APPLICATIONS</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Marketing Essentials	
	Type of Credit:	Elective, Arts Elective	

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of marketing occupations.

8827130/YOH	<b>MARKETING MANAGEMENT</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Marketing Applications	
	Type of Credit:	Elective, Arts Elective	

This course is designed to provide instruction for sustaining career employment in the marketing industry. The content includes applied skills related to the marketing functions; employment skills required for marketing careers; and career planning as related to a marketing industry.

✪ **GOLD SEAL PROGRAM**

◆ *Lead directly to science, technology, engineering, and mathematics (STEM) occupations as identified through national and State research and labor market information.*

<b>8827130H/YOHH</b>	<b>MARKETING MANAGEMENT HONORS Prep</b>		<b>Career</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Marketing Applications/Permission of Instructor/Contract Required Elective	

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

## ADDITIONAL CTE PROGRAMS AND COURSES

PROGRAM NUMBER	DIVERSIFIED CAREER TECHNOLOGY (DCT)		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8303000</b> ✪	8303010/VSB	DCT Principles		
	8300410/VSD	DCT OJT		
	8303020/VSC	DCT Applications		
	8303030/VSP	DCT Management		N/A

*Diversified Career Technology OJT does NOT count as a course in the Gold Seal Program. Students must take DCT Principles, Applications, and Management to earn Gold Seal status.*

<b>8303010/VSB</b>	<b>DCT PRINCIPLES</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	Elective	

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace.

<b>8300410/VSD</b>	<b>DCT OJT</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 10, 11, 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	Enrollment in a DCT course	
	Type of Credit:	Elective	

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

<b>8303020/VSC</b>	<b>DCT APPLICATIONS</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	DCT Principles	
	Type of Credit:	Elective	

This course is designed to enable each student to apply environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial management skills; leadership skills; social, legal, and economic aspects of employment; international economic principles; components of a business plan; decision-making skills to life and career goals; technical skills; and the functions of management.

✿ **GOLD SEAL PROGRAM**

◆ *Lead directly to science, technology, engineering, and mathematics (STEM) occupations as identified through national and State research and labor market information.*

<b>8303030/VSP</b>	<b>DCT MANAGEMENT</b>		<b>Career</b>
	<b>Prep</b>		
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	DCT Applications	
	Type of Credit:	Elective	

This course is designed to enable each student to implement competency and mastery in the areas of employability (human resource); environmental, health, and safety; professional, legal and ethical workplace responsibilities; financial planning; leadership skills; communication skills; labor and human resource issues related to the workplace; global and economic issues; a business plan; employability skills related to life and career goals; managerial/supervisory uses of technology; the five functions of management; the role of the manager; and technical and production skills.

2017-2018  
WEIGHTED COURSES

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

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

0102320	Ceramic/Pottery 3 Honors	2000360	Anatomy And Physiology Honors
0109310	Port Dev: Drawing Honors	2000440	Genetics Honors
0109320	Port. Dev: Two-Dimensional Design Honors	2001320	Earth Space Science Honors
0109330	Port. Dev: Three-Dimensional Design Honors	2002510	Marine Science 1 Honors
0300330	Dance Techniques 3 Honors	2002530	Marine Science 2 Honors
0300334	Dance Techniques 4 Honors	2003350	Chemistry 1 Honors
0300390	Dance Choreography 2 Honors	2003360	Chemistry 2 Honors
0400330	Theatre 3 Honors	2003390	Physics 1 Honors
0400340	Theatre 4 Honors	2003410	Physics 2 Honors
0400440	Technical Theatre Design & Production 4 Honors	2020910	Astronomy Solar/Galactic Honors
0701340	French 3 Honors	2100320	US History Honors
0701350	French 4 Honors	2102345	Economics With Financial Literacy Honors
0701360	French 5 Honors	2106320	US Govt. Honors
0701370	French 6 Honors	2109320	World History Honors
0702340	German 3 Honors	8106510H	Plant Biotechnology 3
0702350	German 4 Honors	8106830H	Agritechnology 2 Honors
0705340	Italian 3 Honors	8111550H	Veterinary Assisting 3 Honors
0705350	Italian 4 Honors	8111520H	Veterinary Assisting 4 Honors
0705360	Italian 5 Honors	8111530H	Veterinary Assisting 5 Honors
0706320	Latin 3 Honors	8113010H	Environmental Resources 3 Honors
0706330	Latin 4 Honors	8113020H	Environmental Resources 4 Honors
0707320	Russian 3 Honors	8117020H	Ag Communications 3 Honors
0708360	Spanish 3 Honors	8121520H	Horticultural Science 3 Honors
0708370	Spanish 4 Honors	8121610H	Horticultural Science/Services 4 Honors
0709320	Spanish For Spanish-Speakers 3 Honors	8121620H	Horticulture Science/Services 5 Honors
0711320	Chinese 3 Honors	8121630H	Horticulture Science/Services 6 Honors
0712320	Japanese 3 Honors	8206030H	Business Computer Programming 3 Honors
0800360	Health Explorations Honors	8206040H	Business Computer Programming 4 Honors
1001320	English Honors 1	8206050H	Business Computer Programming 5 Honors
1001350	English Honors 2	8206060H	Business Computer Programming 6 Honors
1001380	English Honors 3	8206070H	Business Computer Programming 7 Honors
1001410	English Honors 4	8207030H	Networking 2 Infrastructure Honors
1009331	Creative Writing 3 Honors	8207040H	Networking 3 Infrastructure Honors
1200320	Algebra 1 Honors	8207050H	Networking 4 Infrastructure Honors
1200340	Algebra 2 Honors	8207060H	Networking 5 Infrastructure Honors
1201315	Analysis of Functions Honors	8207070H	Networking 6 Infrastructure Honors
1202340	Pre-Calculus Honors	8207130H	Web Design 3 Honors
1206320	Geometry Honors	8207140H	Web Design 4 Honors
1210300	Probability & Statistics with Applications Honors	8207150H	Web Design 5 Honors
1211300	Trigonometry Honors	8207160H	Web Design 6 Honors
1302340	Band 5 Honors	8208130H	Game & Simulation 2D Graphic Dev. Honors
1302350	Band 6 Honors	8208140H	Game & Simulation 3D Graphic Animation Honors
1302400	Orchestra 5 Honors	8208330H	Game & Simulation Programming Honors
1302410	Orchestra 6 Honors	8208340H	Multi-User Game & Simulation Programming Honors
1302490	Instrumental Ensemble 4 Honors	8209530H	Digital Design 3 Honors
1302530	Jazz Ensemble 4 Honors	8209540H	Digital Design 4 Honors
1303340	Chorus 5 Honors	8209550H	Digital Design 5 Honors
1303350	Chorus 6 Honors	8209560H	Digital Design 6 Honors
1303470	Vocal Ensemble 4 Honors	8209570H	Digital Design 7 Honors
1800320H	Aerospace Science 3 Honors	8212440H	Multimedia Foundations 2 Honors
1800330H	Aerospace Science 4: Leadership Development Honors	8212450H	Multimedia Foundations 3 Honors
1801320H	Leadership Education and Training 3 Honors	8401030H	Technical Design 3 Honors
1801330H	Leadership Education and Training 4 Honors	8401130H	Applied Engineering Technology 3 Honors
2000320	Biology 1 Honors	8405130H	Early Childhood Education 3 Honors
2000330	Biology 2 Honors	8405140H	Early Childhood Education 4 Honors

8417110H Health Science 2 Honors  
 8417131H Allied Health 3 Honors  
 8417171H First Responder 3 Honors  
 8600520H Principles of Engineering (PLTW) Honors  
 8600530H Digital Electronics Honors  
 8600550H Introduction to Engineering Design (PLTW) Honors  
 8600560H Computer Integrated Manufacturing Honors  
 8600590H Civil Engineering & Architecture Honors  
 8600620H Aerospace Engineering Honors  
 8600650H Engineering Design & Development Honors  
 8600830H Drafting/Illustrative Design Technology 3 Honors  
 8601030H Communications Technology 3 Honors  
 8601740H Production Technology 3 Honors  
 8601770H Engineering Technology 3 Honors  
 8601780H Aerospace Technologies 3 Honors  
 8601900H Advanced Technology Applications Honors  
 8720330H Building Construction 3 Honors  
 8720340H Building Construction 4 Honors  
 8720350H Building Construction 5 Honors  
 8720360H Building Construction 6 Honors  
 8720370H Building Construction 7 Honors  
 8722130H Carpentry & Cabinetmaking 3 Honors  
 8722140H Carpentry 4 Honors  
 8722150H Carpentry 5 Honors  
 8722160H Carpentry 6 Honors  
 8732130H Computer Systems Technology 3 Honors  
 8772130H Television Production 3 Honors  
 8772140H Television Production 4 Honors  
 8772150H Television Production 5 Honors  
 8772160H Television Production 6 Honors  
 8772430H Digital Video Production 3 Honors  
 8772440H Digital Video Production 4 Honors  
 8800530H Culinary Arts 3 Honors  
 8800540H Culinary Arts 4 Honors  
 8806030H Fashion Marketing Management Honors  
 8815110H Financial Operations Honors  
 8815120H Financial Planning Honors  
 8815130H Financial Internship Honors  
 8827130H Marketing Management Honors  
 8827430H Sport/Rec./Entertain. Marketing Management Honors  
 8909030H Teaching Assisting 3 Honors  
 8909040H Teaching Assisting 4 Honors  
 8918030H Criminal Justice Operations 3 Honors  
 8918040H Criminal Justice Operations 4 Honors  
 9001230H CSIT Network Systems Configuration Honors  
 9410130H Robotic Systems Honors  
 9410140H Robotic Applications Capstone Honors



# Florida Department of Education Resources

## Resources

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

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

Florida's state graduation requirements, by cohort group, are outlined in the graduation charts found on the documents below:

Class of 2017: <http://www.fldoe.org/core/fileparse.php/7764/urlt/juniorflyer.pdf>

Class of 2018: <http://www.fldoe.org/core/fileparse.php/7764/urlt/sophmoreflyer.pdf>

Class of 2019: <http://www.fldoe.org/core/fileparse.php/7764/urlt/freshmenflyer.pdf>

Class of 2020: <http://www.fldoe.org/core/fileparse.php/7764/urlt/freshmanflyer.pdf>

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

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

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

### **Economic Security Report**

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

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