

New Smyrna Beach High School Program of Studies

2015-2016



General Education

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HONORS & ADVANCED PLACEMENT (AP) COURSE EXPECTATIONS

What are the advantages of honors and AP courses?

- ◆ Builds a strong foundation for college success
- ◆ Improves study habits to meet college expectations
- ◆ Studies in greater depth, breadth, and complexity
- ◆ Improves chances of attending college of choice due to an impressive transcript
- ◆ Receives and challenges intellectual stimulation
- ◆ Interacts with other motivated students
- ◆ Increases self confidence
- ◆ Broadens horizons
- ◆ Receives extra weight GPAs (additional .50 for Honors and 1.00 for AP)

What are the additional advantages of AP courses?

- ◆ Receives college credit for introductory courses
- ◆ Skips introductory college courses reducing college cost
- ◆ Completes college in shorter time frame
- ◆ Allows flexibility in course choices

What are the characteristics of an honors and/or AP student?

- ◆ Motivated and dedicated to school work
- ◆ Committed to homework and additional reading and research
- ◆ Responsible; able to multitask; to prioritize activities; to meet deadlines
- ◆ Prepared and organized
- ◆ Proficient in reading and writing
- ◆ Attends school consistently and has limited tardies
- ◆ Goes above and beyond the minimum requirements
- ◆ Expresses an interest in and aptitude for the subject
- ◆ Demonstrates creativity and originality of thought
- ◆ Works independently and seeks help when needed

ART

TWO-DIMENSIONAL ART COURSES:

	CREATING TWO-DIMENSIONAL ART	
0101355/AAN	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

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

	DRAWING 1	
0104340/AQE	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.

	DRAWING 2	
0104350/AQF	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.

0108310/AUB	CREATIVE PHOTOGRAPHY 1	
	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 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.

0108320/AUC	CREATIVE PHOTOGRAPHY 2	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Creative Photography 1
Type of Credit:	Performing Fine Arts	

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

THREE-DIMENSIONAL ART COURSES:

0101365/AAR	CREATING THREE-DIMENSIONAL ART	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Performing Fine Arts	

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

0101330/AND	THREE-DIMENSIONAL STUDIO ART 1	
	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 explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché 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 3-D art studio focus on use of safety procedures for process, media, and techniques and 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. This course incorporates hands-on activities, journaling, and consumption of art materials.

0101340/ANE	THREE-DIMENSIONAL STUDIO ART 2	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Three-Dimensional Studio Art 1
Type of Credit:	Performing Fine Arts	

The purpose of this course is to explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, and/or building arts. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D 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 form. Students in the 3-D art studio focus on the use of safety procedures for process, media, and techniques and 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. This course incorporates hands-on activities, journaling, and consumption of art materials.

0102300/AOA	CERAMICS/POTTERY 1	
	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.

0102310/AOB	CERAMICS/POTTERY 2	
	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.

ADVANCED ART COURSES:

0109310/AVB	PORTFOLIO DEVELOPMENT: DRAWING HONORS	
	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.

0109320/AVC	PORTFOLIO DEVELOPMENT: TWO-DIMENSIONAL DESIGN HONORS	
	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, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and in a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision, artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving abilities based on structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities and consumption of art materials.

0109330/AVD	PORTFOLIO DEVELOPMENT: THREE-DIMENSIONAL DESIGN HONORS	
	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.

0104300/AQA	ADVANCED PLACEMENT STUDIO ART: DRAWING PORTFOLIO	
	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.

0109350/AVG	ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN PORTFOLIO	
	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 advanced students the opportunity to develop quality, concentration and breadth in a very broad interpretation of two-dimensional (2-D) design issues. This type of visual communication involves purposeful decision-making about how to use the elements and principles of art in skillful and integrative ways. Preparation of the appropriate number of works, digital documentation, and upload to The College Board site for portfolio evaluation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course.

0109360/AVH	ADVANCED PLACEMENT STUDIO ART: 3-D DESIGN PORTFOLIO	
	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.

DANCE

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

This is a beginning dance course. Students will learn and perform basic dance steps and techniques in two or more dance styles, to be chosen from ballet, lyrical, jazz, theater, modern, or tap. Students will also learn dance terminology, choreography, and simple dance sequences.

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

This is the continuation of Dance Technique 1. Students will learn and perform additional steps and techniques in two or more dance styles as listed above. Students will also learn additional terminology, basic choreography, and dance criticism. Participation in one aspect of a public performance will be required.

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

This is an intermediate level dance course. Students will learn additional dance terminology, techniques, and dances in three or more dance styles as listed in Dance Tech 1. Students will also learn how to critique dances. Participation in at least one aspect of a public performance will be part of the requirements of this course.

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

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

0300380/CPA	DANCE CHOREOGRAPHY	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Dance Tech 3/Teacher Recommendation
Type of Credit:	Performing Fine Arts	

This course is designed for the advanced dancer and will concentrate on performance and student choreography. In addition to the techniques of spatial relationships, choreography, the elements of music, and improvisation, students will study lighting, costuming, and make-up.

0300390/CPB	DANCE CHOREOGRAPHY 2 HONORS	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Dance Choreography/Performance 1
Type of Credit:	Performing Fine Arts	

This course will provide advanced dancers with opportunities to increase and expand upon their knowledge of performance and choreographic process. Students will be challenged to critique dances, conduct research within the field of dance, perform all aspects of dance production, and improve upon already advanced technique in a variety of dance forms.

DRAMA/THEATRE

0400310/CRB	THEATRE 1	
	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.

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

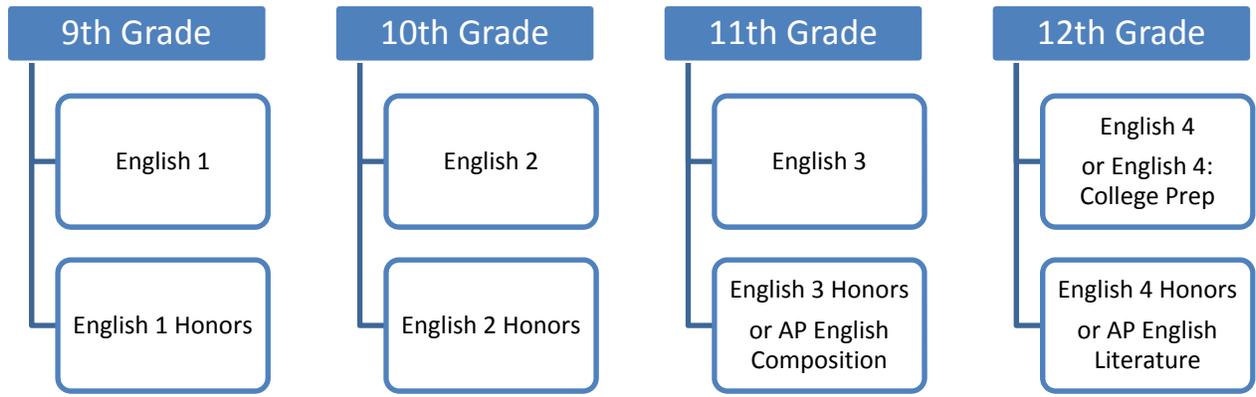
This course provides intermediate development of skills useful to the study and practice of theatre arts. The content includes instruction in reading and interpretation of dramatic literature, with an emphasis on the techniques and mechanics of acting, set, costume and lighting design (stagecraft), character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

0400330/CRD	THEATRE 3 HONORS	
	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.

0400340/CRE	THEATRE 4 HONORS	
	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.



ENGLISH

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

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.

1001320/GNC	ENGLISH 1 HONORS	
	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.

1001340/GNE	ENGLISH 2	
	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.

1001350/GNF	ENGLISH 2 HONORS	
	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.

1001370/GNH	ENGLISH 3	
	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.

1001380/GNI	ENGLISH 3 HONORS	
	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.

1001400/GNK	ENGLISH 4	
	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.

1001405/GNO	ENGLISH 4: FLORIDA COLLEGE PREP	
	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.

1001410/GNL	ENGLISH 4 HONORS	
	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.

1001420/GNM	ADVANCED PLACEMENT LANGUAGE AND COMPOSITION	
	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.

1001430/GNN	ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION	
	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.

1006300/GSA	JOURNALISM 1	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Application
Type of Credit:	Elective	

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

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

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

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

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

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

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

READING

1000410/GMF	INTENSIVE READING	
	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.

WORLD LANGUAGES

0701320/DMC	FRENCH 1	
	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. Content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will also be included, as well as the fundamentals of grammar and culture.

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

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

0701340/DME	FRENCH 3 HONORS	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	French 2
	Type of Credit:	World Language

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

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

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

0701380/DMI	AP FRENCH LANGUAGE	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	French 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 requirements stated in the Advanced Placement program guidelines.

0708340/DUE	SPANISH 1	
	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.

0708350/DUF	SPANISH 2	
	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.

0708360/DUG	SPANISH 3 HONORS	
	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.

0708370/DUH	SPANISH 4 HONORS	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 3
Type of Credit:	World Language	

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

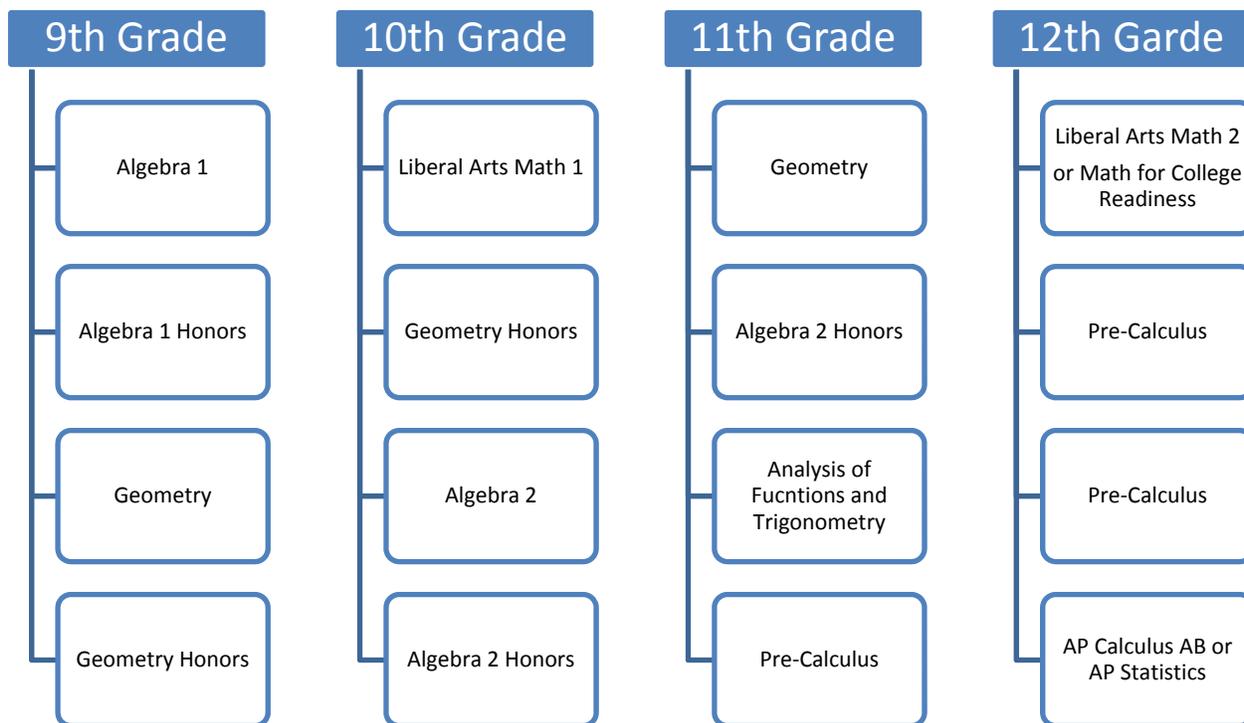
0708400/DUK	ADVANCED PLACEMENT-SPANISH LANGUAGE	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 3 or higher/Teacher Recommendation
Type of Credit:	World Language	

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.

HEALTH

0800320/EMC	FIRST AID AND SAFETY	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Life Management Skills
Type of Credit:	Elective	

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



MATHEMATICS

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

1200310/IMB	ALGEBRA 1	
	Offered:	Grade 9, 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	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 9th 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 9th 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.**

1200320/IMC	ALGEBRA 1 HONORS	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Math

This course is a rigorous in-depth study of the topics of Algebra 1 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: structure and properties of the real number system; varied means for analyzing and expressing patterns, relations and functions; variables, algebraic expressions and polynomials; geometric concepts; set operations; dimensional analysis; data analysis concepts and techniques; and varied solution strategies, algebraic and graphic, for inequalities, linear and quadratic equations, and for systems of equations. Calculators and computers will serve as instructional tools in concept development. **For students who entered 9th 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 9th 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.**

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

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

1200330/IMD	ALGEBRA 2	
	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.**

1200340/IME	ALGEBRA 2 HONORS	
	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.**

1206310/ISB	GEOMETRY	
	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.**

1206320/ISC	GEOMETRY HONORS	
	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.**

1200700/IND	MATH FOR COLLEGE READINESS	
	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.**

1201315/INE	ANALYSIS OF FUNCTIONS HONORS	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Algebra 2(Algebra 2 Honors)/Geometry (Geometry Honors)
Type of Credit:	Math	

One semester of this course is designed to provide students with a complete study of circular and trigonometric functions and their applications. Problem solving is emphasized throughout. The content will include identities, graphs, inverses of circular functions, particular and general solutions of trigonometric equations, and solutions of right and oblique triangles. The other semester is designed to strengthen and extend the student's knowledge of functions and mathematical modeling. The content will include various data collection methods, analyzing data sets using statistical techniques, determining probabilities, and the study of function families. Calculators and computers will serve as instructional tools in concept development. **Students will take a district EOC assessment.**

1211300/IXA	TRIGONOMETRY HONORS	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Algebra 2(Algebra 2 Honors)/Geometry (Geometry Honors)
Type of Credit:	Math	

This course is designed to provide students with a complete study of circular and trigonometric functions and their applications. Problem solving is emphasized throughout. The content will include identities, graphs, inverses of circular functions, particular and general solutions of trigonometric equations, and solutions of right and oblique triangles. Calculators and computers will serve as instructional tools in concept development. **Students will take a district EOC assessment.**

1202340/IOD	PRE-CALCULUS HONORS	
	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.**

1202310/IOB	ADVANCED PLACEMENT CALCULUS AB	
	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.

1210320/IWD	ADVANCED PLACEMENT STATISTICS	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
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

1301360/JPA	KEYBOARD 1	
	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.

1302300/JQA	BAND 1	
	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, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. After school rehearsals and performances are a part of this course.

1302310/JQB	BAND 2	
	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, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. After school rehearsals and performances are a part of this course.

1302320/JQC	BAND 3	
	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, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. After school rehearsals and performances are a part of this course.

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

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

1302340/JQE	BAND 5 HONORS	
	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.

1302350/JQF	BAND 6 HONORS	
	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.

1302500/JUA	JAZZ ENSEMBLE 1	
	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.

1302510/JUB	JAZZ ENSEMBLE 2	
	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.

1302520/JUC	JAZZ ENSEMBLE 3	
	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.

1302530/JUD	JAZZ ENSEMBLE 4 HONORS	
	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.

1303300/JVA	CHORUS 1	
	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.

1305300/JYA	EURYTHMICS 1	
	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.

1305310/JYB	EURYTHMICS 2	
	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.

1305320/JYC	EURYTHMICS 3	
	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 eurhythmic's styles, dance terminology and choreography. Acquisition of technique and choreography should be stressed. After school rehearsals and performances are a part of this course.

1305330/JYD	EURYTHMICS 4	
	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:

1501300/KOA	PERSONAL FITNESS	
	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.

1501340/KPA	WEIGHT TRAINING 1	
	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.

1501350/KPB	WEIGHT TRAINING 2	
	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.

1501360/KPC	WEIGHT TRAINING 3	
	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.

1501410/KPH	POWER WEIGHT TRAINING 1	
	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.

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

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

1502490/KUF	CARE & PREVENTION OF ATHLETIC INJURIES	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Life Management Skills
	Type of Credit:	Physical Education

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

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

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

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

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

1500300/KNA	ADAPTIVE PHYSICAL EDUCATION-IE	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Staffing, IEP
Type of Credit:	Personal Fitness/Physical Education	

Students who are unable to participate in a modified form of the Personal Fitness course and who qualify under PL94-142 will be staffed into this course so that they may meet the Personal Fitness requirement for a standard diploma. The content will include, and be limited to, the goals and objectives contained in the student's IEP.

1500410/KOL	INTERSCHOLASTIC SPORTS 1	
	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 Personal Fitness Waiver is being used to satisfy the personal fitness and physical education requirements for graduation. This course denotes completion of one full season of an interscholastic sport (1 of 3 requirements for the waiver). The waiver applies to students who entered ninth grade in the 1999-2000 school year and after. **THIS COURSE CARRIES NO CREDIT.**

1500420/KOM	INTERSCHOLASTIC SPORTS 2	
	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 Personal Fitness Waiver is being used to satisfy the personal fitness and physical education requirements for graduation. This course denotes completion of a second full season of an interscholastic sport (1 of 3 requirements for the waiver). The waiver applies to students who entered ninth grade in the 1999-2000 school year and after. **THIS COURSE CARRIES NO CREDIT.**

1500430/KON	INTERSCHOLASTIC SPORTS 3	
	Offered:	Grade 10, 11, 12
	Credit:	0
	Length:	Semester
	Prerequisite:	None
Type of Credit:	NOT FOR CREDIT	

This course is used to denote that a Personal Fitness Waiver is being used to satisfy the personal fitness and physical education requirements for graduation. This course denotes a passing score on the Florida Competency Test on Personal Fitness and the completion of two full seasons of an interscholastic sport. The waiver applies to students who entered ninth grade in the 1999-2000 school year and after. **THIS COURSE CARRIES NO CREDIT.**

1500440/KOO	MARCHING BAND P.E. WAIVER	
	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.**

1500445/KOS	DANCE P.E. WAIVER	
	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**

AVID

1700390/LOK	AVID 1	
	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.

1700400/LOM	AVID 2	
	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.

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

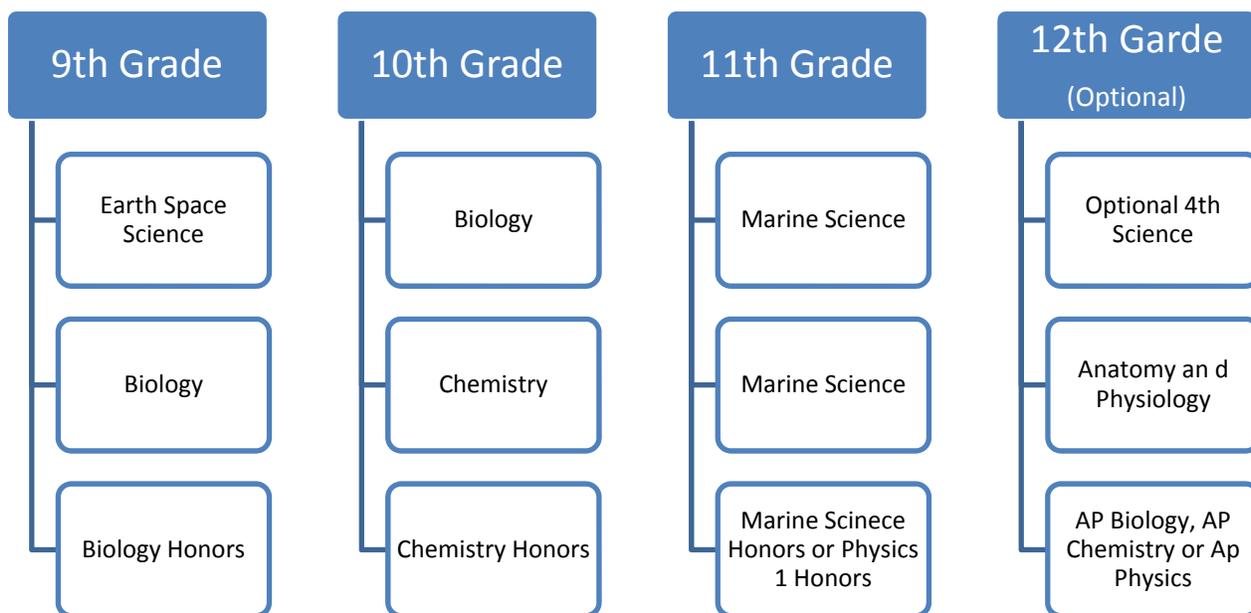
Advancement Via Individual Determination (AVID) is a rigorous elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills and strategies in Cornell note-taking, oral and written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

1700420/LOO	AVID 4	
	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

2000310/MMB	BIOLOGY 1	
	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.**

2000320/MMC	BIOLOGY 1 HONORS	
	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.**

2000330/MMD	BIOLOGY 2 HONORS	
	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.

2000340/MME	ADVANCED PLACEMENT BIOLOGY	
	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.

2000350/MMF	ANATOMY AND PHYSIOLOGY	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1
Type of Credit:	EQ	

This course provides exploratory activities in the structure and function of the human body. The content includes anatomical terminology, cells and tissues, special sensory organs, major body systems, homeostasis, and human disorders. Selected laboratory investigations include the use of the scientific process, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of the laboratory experience.

2000360/MMG	ANATOMY AND PHYSIOLOGY HONORS	
	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.

2002500/MPA	MARINE SCIENCE 1	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1
Type of Credit:	EQ	

The purpose of this course is to provide an overview of the marine environment. The content includes the nature of science, the origins of the oceans, the chemical and physical structure of the marine environment, ecology of the various sea zones, marine communities, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific process, measurement, laboratory apparatus and safety procedures. Preserved specimens may be a part of this course.

2002510/MPB	MARINE SCIENCE 1 HONORS	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1 or Biology 1 Honors/Level 3 or higher FCAT Reading
Type of Credit:	EQ	

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

2001310/MNB	EARTH-SPACE SCIENCE	
	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.

2001320/MNC	EARTH-SPACE SCIENCE HONORS	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Level 3 or higher FCAT Reading, Math and Science
Type of Credit:	EQ Science	

This advanced course provides laboratories and opportunities to develop concepts basic to the earth, its materials, processes, history and the environment in space. Students are involved in comparing, contrasting, describing and analyzing various aspects of our earth and space. Topics include origins of the universe and solar system, life cycles of stars, earth and moon systems, the U.S. Space program, rock and land forms, oceanography, and weather. Investigations include the use of the scientific process, measurement, apparatus and safety and are integral to the course.

2003340/MOE	CHEMISTRY 1	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1
Type of Credit:	EQ Science	

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

2003350/MOF	CHEMISTRY 1 HONORS	
	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.

2003360/MOG	CHEMISTRY 2	
	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.

2003370/MOH	ADVANCED PLACEMENT CHEMISTRY	
	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

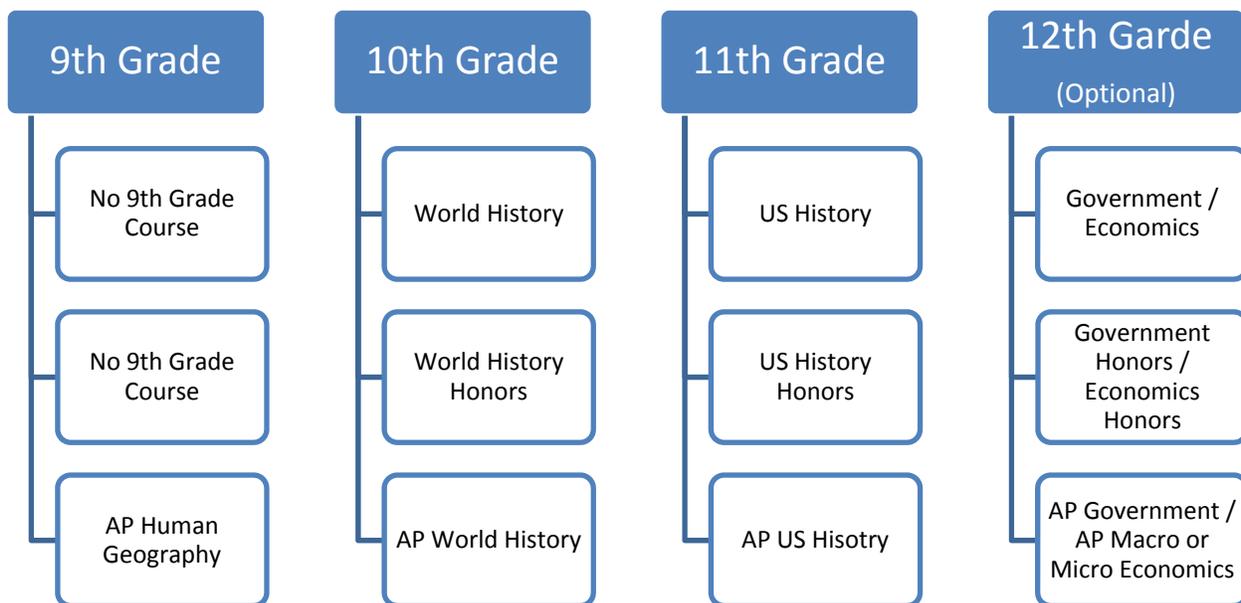
This college-level course in chemistry seeks to prepare the student for credit and/or appropriate placement in college chemistry courses. The content includes the structure and states of matter, chemical reactions, and descriptive chemistry. Selected laboratory investigations include the use of the scientific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

2003380/MOI	PHYSICS 1	
	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.

2003421/MOY	AP PHYSICS 1	
	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 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

2102335/NNQ	ECONOMICS WITH FINANCIAL LITERACY	
	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.

2102345/NNR	ECONOMICS WITH FINANCIAL LITERACY HONORS	
	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).

2107300/NVA	PSYCHOLOGY 1	
	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.

2107310/NVB	PSYCHOLOGY 2	
	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.

2106310/NNN	UNITED STATES GOVERNMENT	
	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.

2106320/NNS	UNITED STATES GOVERNMENT HONORS	
	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).

2100310/NMB	UNITED STATES HISTORY	
	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 9th grade in 2012-2013 and thereafter, 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.**

2100320/NMC	UNITED STATES HISTORY HONORS	
	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 9th 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.**

2109310/NXB	WORLD HISTORY	
	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.

2109320/NXC	WORLD HISTORY HONORS	
	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).

2106430/NUM	ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Honors/or AP Social Studies Courses/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. The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

2103400/NRS	ADVANCED PLACEMENT HUMAN GEOGRAPHY	
	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.

2102360/NQH	ADVANCED PLACEMENT MICROECONOMICS	
	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 behavior of individual households, firms, markets, and how prices and outputs are determined in those markets, and how the price mechanism allocates resources and distributes income. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, and exchange, money, and interdependence.

2102370/NQI	ADVANCED PLACEMENT MACROECONOMICS	
	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.

2107350/NVC	ADVANCED PLACEMENT PSYCHOLOGY	
	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, stated on consciousness, learning cognition, motivation emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

2106420/NUL	ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS	
	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.

2100330/NMD	ADVANCED PLACEMENT U.S. HISTORY	
	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.

2109420/NYC	ADVANCED PLACEMENT WORLD HISTORY	
	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.

STUDY HALL

2200300/NZA	STUDY HALL 1	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Year
	Prerequisite:	None
Type of Credit:	None	

2200310/NZB	STUDY HALL 2	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Year
	Prerequisite:	None
Type of Credit:	None	

2200320/NZC	STUDY HALL 3	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Year
	Prerequisite:	None
Type of Credit:	None	

2200330/NZD	STUDY HALL 4	
	Offered:	Grade 9, 10, 11, 12
	Credit:	0
	Length:	Year
	Prerequisite:	None
Type of Credit:	None	

Special Note: These courses are to be used in conjunction with FLVS courses only. Those participating in these courses will also have an FLVS course on their schedule. The section number should have "FL" as the first two characters followed by a number/letter format used by the school for location identification purposes (ex. FL1C—FLVS course, first period, in the cafeteria).

TRAFFIC SAFETY/ DRIVER EDUCATION

1900310/LTB	DRIVER EDUCATION/TRAFFIC SAFETY CLASSROOM AND LABORATORY	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Approximately one semester
	Prerequisite:	None
	Type of Credit:	Elective

Content of the course will include a basic knowledge of driving skills, roadway and traffic tasks, and factors influencing driver performance and driver responsibilities. Students must be enrolled in a Volusia County public school, school of choice, private, or home-school program in order to register for this course. Students must be 15 years old and must have completed one full year of high school on or before the first day of the session. Students must have a Florida learner's permit before registering for this course.

ADDITIONAL COURSES

0500500/CUO	PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 1	
	Offered:	Grade 9
	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.

0500520/CUQ	PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 3 *	
	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.

0500530/CUR	PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS 4 *	
	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).

VOLUSIA VIRTUAL



Personalizing Learning for Every Student!

This program meets the needs of students who learn productively on their own time, in their own space. VVS expands the variety of academic opportunities for Volusia County students and serves as one way to fulfill the **online graduation requirement** for Florida students. Beginning with the class of 2015, students must successfully complete one virtual or blended course to receive a diploma. Students in grades 6-8 who successfully complete an online course for high school credit will fulfill the requirement.

Students who are eligible for acceleration may choose to enroll in a virtual course. Students can work online *any time, any place*.

VVS teachers are district employees who are highly qualified and fully certified. All course offerings are aligned to the Florida standards and district curriculum maps, ensuring quality and rigor.

High School Courses



English

- English 1
- English 1 Honors
- English 2
- English 2 Honors
- English 3
- English 3 Honors
- English 4
- English 4 Honors
- English for College Readiness



Social Studies

- Economics with Financial Literacy
- Economics w/ Financial Literacy Honors
- US Government
- US Government Honors
- US History
- US History Honors
- World History
- World History Honors
- AP World History



Math

- Algebra 1a
- Algebra 1b
- Algebra 1
- Algebra 1 Honors
- Liberal Arts Math
- Algebra 2
- Algebra 2 Honors
- Informal Geometry
- Geometry
- Geometry Honors
- Math for College Readiness
- Analysis of Functions
- Trigonometry Honors
- Pre-calculus Honors



Foreign Language

- Spanish h 1
- Spanish h 2
- Spanish h 3
- Spanish h 4



Healthy/Physical Education

- Personal Fitness
- Fitness Lifestyle Design



Electives

- Agriscience Foundations
- Career Research and Decision Making
- Introduction to Drama
- Law Studies
- Psychology 1
- Psychology 2
- AP Psychology
- Sociology
- Speech 1
- Speech 2
- Theater, Cinema and Film Production



Science

- Biology 1
- Biology 1 Honors
- Earth Space Science
- Earth Space Science Honors
- Physical Science

Middle School Courses



English

- Grade 6 Language Arts
- Grade 7 Language Arts
- Grade 8 Language Arts



Math

- Grade 6 Math
- Grade 6 Math Advanced
- Grade 6 Math Honors
- Grade 7 Math
- Grade 7 Math Advanced
- Grade 8 Pre-Algebra
- Grade 8 Pre-Algebra Advanced
- Algebra 1*
- Algebra 1 Honors*
- Algebra 2 Honors*



Social Studies

- Grade 6 World History
- Grade 6 World History Advanced
- Grade 7 Civics
- Grade 7 Civics Advanced
- Grade 8 US History
- Grade 8 US History Advanced



Foreign Language

- Spanish 1*
- Spanish 2*



Healthy/Physical Education

- Personal Fitness*
- Fitness Lifestyle Design*



Science

- Grade 6 Comprehensive Science
- Grade 6 Comprehensive Science Advanced
- Grade 7 Comprehensive Science
- Grade 7 Comprehensive Science Advanced
- Grade 8 Comprehensive Science
- Grade 8 Comprehensive Science Advanced



Electives

- See High School List
- Middle school students may take ANY High School elective for High School credit

* High School Credit

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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.

7910111/RML	ACCESS ENGLISH 1/2	
	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.

7910112/RMM	ACCESS ENGLISH 3/4	
	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.

7912080/ROE	ACCESS ALGEBRA 1A	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Math

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

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

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

7912065/ROG	ACCESS GEOMETRY	
	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.

7920015/RPB	ACCESS BIOLOGY	
	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 Biology 1 curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content of this course should include, but not be limited to: biological processes, cell structure and function, health-related issues and concerns, physiological processes, characteristics and classifications of plants and animals, plant and animal development, adaptation, and inter-relationships, plant, animal, and environment inter-relationships, renewable and non-renewable resources, scientific investigation.

7920025/RPC	ACCESS INTEGRATED SCIENCE	
	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.

7921022/RUR	ACCESS ECONOMICS WITH FINANCIAL LITERACY	
	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.

7921015/RQB	ACCESS UNITED STATES GOVERNMENT	
	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 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.

7921025/RQE	ACCESS US HISTORY	
	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 United States History course, through three levels of Florida Standards Access Points (participatory, supported, and independent), which consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history.

7921027/RQD	ACCESS WORLD HISTORY	
	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.

7915015/ROI	ACCESS HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (H.O.P.E.)	
	Offered:	Grade 9, 10, 11, 12
	Credit:	up to 2
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Physical Education

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

SPECIAL SKILLS COURSES

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

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

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

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

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

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

7963150/RUO	UNIQUE SKILLS: COMMUNICATION 9-12	
	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 use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

7963140/RUN	SELF-DETERMINATION	
	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

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

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

7980120/TNR	CAREER EXPERIENCES: 9-12	
	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.

7980150/TNO	SUPPORTED COMPETITIVE EMPLOYMENT	
	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 and SC-E/BD
ACADEMIC

All academic courses offered below are to be used for students with disabilities who entered 9th grade prior to the 2014-15 school year. Students with disabilities who entered 9th 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.

1000410/GMF	INTENSIVE READING	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation (IEP)
	Type of Credit:	English

This course will provide intensive instruction and practice in reading skills for students two or more years below grade level in reading comprehension based on a standardized test, or for students who score at level one or two on the FCAT reading test. Content of the course will be based on a diagnosis of each student’s needs for instruction and specified in the Individualize Education Plan (IEP). Students will be given opportunities to develop and apply reading, vocabulary, and writing skills through guided, shared and independent reading. Instruction in test taking skills, regarding performance tasks and comprehension strategies for reading content area texts will be emphasized.

1200400/IRS	INTENSIVE MATHEMATICS	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Math

The purpose of this course is to reinforce problem solving communication and reasoning skills. This course is also designed to support the student’s success in satisfying the high school math graduation requirements for **special** diploma. Students will have access to calculators and computers; classroom activities will be student centered and evaluation will include alternative methods of assessment. Each year there should be emphasis on basic math skills, consumer math skills or business math skills.

Graduation Requirements: Fundamental courses are academic skill-building courses which support a student’s participation in a general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.

A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.

7910115/RVA	FUNDAMENTAL ENGLISH 1	
	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

7910120/RVE	FUNDAMENTAL ENGLISH 2	
	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

7910125/RVF	FUNDAMENTAL ENGLISH 3	
	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

7910130/RVG	FUNDAMENTAL ENGLISH 4	
	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

7912110/RVH	FUNDAMENTAL EXPLORATIONS IN MATHEMATICS 1	
	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.

7912115/RVI	FUNDAMENTAL EXPLORATIONS IN MATHEMATICS 2	
	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.

7912100/RVJ	FUNDAMENTAL ALGEBRAIC SKILLS	
	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.

7912105/RVK	FUNDAMENTAL CONSUMER MATHEMATICS	
	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.

7920030/RVL	FUNDAMENTAL INTEGRATED SCIENCE 1	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Science	

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. 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. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Instructional Strategies

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

7920035/RVM	FUNDAMENTAL INTEGRATED SCIENCE 2	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Science

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. 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. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Instructional Strategies

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

7921035/RVN	FUNDAMENTAL US HISTORY	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Social Studies

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 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. **Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

7921042/RVO	FUNDAMENTAL ECONOMICS WITH FINANCIAL LITERACY	
	Offered:	Grade 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
Type of Credit:	Social Studies	

Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. **Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Strategies

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

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at:

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

7921045/RVP	FUNDAMENTAL UNITED STATES GOVERNMENT	
	Offered:	Grade 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Social Studies

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Strategies

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

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at:

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

SPECIAL SKILLS COURSES

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

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

7963080/RUH	LEARNING STRATEGIES: 9-12	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

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

7963140/RUN	SELF-DETERMINATION: 9-12	
	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. This entire course may not be mastered in one year.

7960010/RRA	Transition Planning 9-12	
	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 apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation. The content should include, but not be limited to, the following: personal career planning, information about careers, diploma options and post-secondary education, community involvement and participation, personal care, interpersonal relationships, communication, and use of leisure time. This entire course may not be mastered in one year.

VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

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

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

7980120/TNR	CAREER EXPERIENCES : 9-12	
	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.

7980130/TNL	CAREER PLACEMENT: 9-12	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	Career Preparation/Career Education/Career Experiences/or Job Preparatory Education
	Type of Credit:	Elective

The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community 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 selection, community resources related to career decisions, workplace competencies, and advocating rights and responsibilities of employees. This entire course may not be mastered in one year.

7980150/TNO	SUPPORTED COMPETITIVE EMPLOYMENT	
	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.

ALL PROGRAMS

SPECIAL SKILLS COURSES

7963040/RUD	EXPANDED SKILLS: 9-12	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing. The content should include, but not be limited to, the following: communication, hearing aids and assistive devices, community resources and services, hearing loss, deaf culture and heritage, and interpreters and note takers. This entire course may not be mastered in one year.

7963050/RUE	EXPANDED CORE COMPETENCIES: 9-12	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting. The content should include, but not be limited to, the following: maximum use of sensory input; access to print information through use of strategies and modifications for completion of general education requirements; personal communication systems; personal management; social and interpersonal relationships; and productivity and career options. This entire course may not be mastered in one year.

7963060/RUF	ORIENTATION AND MOBILITY SKILLS: 9-12	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
Type of Credit:	Elective	

The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within the environment. The content should include, but not be limited to, the following: developing safe, efficient and independent travel skills in one's neighborhood, community, and school environment; using major forms of public transportation; traveling to specified destinations in an unfamiliar environment; and locating and reading survival symbols in order to access public places. This entire course may not be mastered in one year.

7963120/RUL	SKILLS FOR STUDENTS WHO ARE DEAF-BLIND	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
Type of Credit:	Elective	

The purpose of this course is to provide instruction and reinforcement in the unique skills needed by the student who is deaf-blind. The content should include, but not be limited to, the following: sensory awareness, self-concept, self-direction, orientation and mobility, social skills, communication skills, functional living skills, household management, vocational training, and leisure and recreational skills. This entire course may not be mastered in one year.

THERAPY COURSES

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

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

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

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

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

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

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

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

CAREER AND TECHNICAL EDUCATION
AGRICULTURE, FOOD & NATURAL RESOURCES CLUSTER

PROGRAM NUMBER	AQUACULTURE		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8112000 ✪	8106810/UWT	Agriscience Foundations 1*		
	8112010/UXH	Aquaculture 2		
	8112020/UXI	Aquaculture 3		TBD

8106810/UWT	AGRISCIENCE FOUNDATIONS 1		Career Prep
	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.

8112010/UXH	AQUACULTURE 2		Career Prep
	Offered:	Grade 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	Agriscience Foundations 1		
Type of Credit:	Elective		

This course is designed to develop competencies in the areas of nature and origin, career opportunities, biological principles, safety, water quality, seed production, market outlets, rules and regulations, technological advances, problem solving and leadership employability communication and human relations skills.

8112020/UXI	AQUACULTURE 3		Career Prep
	Offered:	Grade 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	Aquaculture 2		
Type of Credit:	Elective		

This course is designed to develop competencies in the area of management and use of water, the propagation and rearing of seed, producing aquaculture or marine culture species, control of diseases, pests and water quality problems, harvesting and processing, marketing and transportation, management skills and leadership, employability, communication and human relation skills.

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

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

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

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

✪ **GOLD SEAL PROGRAM**

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

8121610H/UWEH	HORTICULTURE SCIENCE & SERVICES 4 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Horticulture Science 3/Permission of Instructor/Contract Req	
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.

PROGRAM NUMBER	VETERINARY ASSISTING		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8115110 ✪	8111510/UXP	Veterinary Assisting 1		
	8111540/UXQ	Veterinary Assisting 2		
	8111550H/UXRH	Veterinary Assisting 3 HONORS		Certified Veterinary Assistant
	8111520H/UXSH	Veterinary Assisting 4 HONORS		Certified Veterinary Assistant
	8111530H/UXTH	Veterinary Assisting 5 HONORS		

8111510/UXP	VETERINARY ASSISTING 1		Career Prep
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
Type of Credit:	Elective		

This course is designed to develop competencies in areas such as the history of the animal industry; applied scientific and technological concepts; ecosystems; safety; and human relations skills.

8111550H/UXRH	VETERINARY ASSISTING 3 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Veterinary Assisting 2/ Instructor Permission /Contract Required	
Type of Credit:	Elective		

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

8111520H/UXSH	VETERINARY ASSISTING 4 HONORS		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Veterinary Assisting 3/ Instructor Permission /Contract Required	
Type of Credit:	Elective		

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

811530H/UXTH	VETERINARY ASSISTING 5 HONORS		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Veterinary Assisting 4/ Instructor Permission/Contract Required	
Type of Credit:	Elective		

This honors course is designed to develop competencies in the areas of grooming, effects of captivity of exotics; genetics and biotechnology in reproduction; diagnostic and therapeutic testing; surgical preparation; and pharmacology. This course offers extensive experience in animal care. Students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

PROGRAM NUMBER	OTHER COURSES	
	Course Number	Course Name
8100100	8100100/XWY	Agriculture, Food, & Natural Resources <i>Directed Study</i>
8100330	8100330/UWZ	Advanced Concepts of Agriscience
8100410	8100410/UWM	Agriculture, Food, & Natural Resources Cooperative <i>OJT</i>

8100100/XWY	AGRICULTURE, FOOD, AND NATURAL RESOURCES DIRECTED STUDY		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
Type of Credit:	Multiple		

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Agriculture, Food, & Natural Resources 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 Agriculture, Food, & Natural Resources 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.

ARCHITECTURE AND CONSTRUCTION CLUSTER

PROGRAM NUMBER	*BUILDING CONSTRUCTION TECHNOLOGY		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8720300 ✱	8720330/XRE	Building Construction Tech. 3		NCCER Construction Technology
	8720340/XRF	Building Construction Tech. 4		NCCER Construction Technology

**Daggered Program: The Building Construction Technology program is daggered for deletion. Only enroll current program students into Building Construction Technology 3 - 7. New students in 2015-2016 should be enrolled in [Building Trades & Construction Design Technologies \(8722000\)](#).*

8720330/XRE	BUILDING CONSTRUCTION TECHNOLOGY 3		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Building Construction Technology 2	
Type of Credit:	Elective		

This course is designed to provide students with a more in-depth knowledge of building construction and repair. The competencies in this course include communication, computer, basic-science, employability, and human-relations and leadership skills.

8720340/XRF	BUILDING CONSTRUCTION TECHNOLOGY 4		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Building Construction Technology 3	
Type of Credit:	Elective		

The purpose of this course is to develop competencies in identifying codes and regulations, applying math skills, and reading contract documents and specifications.

PROGRAM NUMBER	*BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8722000 ✪	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

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

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

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

✪ GOLD SEAL PROGRAM

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

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

PROGRAM NUMBER	DIGITAL VIDEO PRODUCTION		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8772400 ✪	8772410/VPS	Digital Video Production 1	✓	ACA Photoshop, Premiere
	8772420/VPT	Digital Video Production 2	✓	ACA Photoshop, Premiere, Flash
	8772430H/VPUH	Digital Video Production 3 HON	✓	ACA Photoshop, Premiere, Flash
	8772440H/VPVH	Digital Video Production 4 HON	✓	ACA Photoshop, Premiere, Flash

8772410/VPS	DIGITAL VIDEO PRODUCTION 1		Career Prep
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
Type of Credit:	Elective, Arts Elective		

The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technician, video/TV camera operators, video editors, multi-media artists/animators and broadcast technicians. The content includes, but is not limited to, communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of digital video activities including: scripts, lighting, camera operation, electronic news gathering, field/studio production, and video editing.

8772420/VPT	DIGITAL VIDEO PRODUCTION 2		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Video Production 1	
Type of Credit:	Elective, Arts Elective		

This is a continuation of Digital Video Production 1. The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technician, video/TV camera operators, video editors, multi-media artists/animators and broadcast technicians.

✪ **GOLD SEAL PROGRAM**

8772430H/VPUH	DIGITAL VIDEO PRODUCTION 3 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Video Prod 2/Permission of Instructor/Contract Required	
Type of Credit:	Elective, Arts Elective		

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

8772440H/VPVH	DIGITAL VIDEO PRODUCTION 4 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Video Prod 3/ Instructor Permission /Contract Required	
Type of Credit:	Elective, Arts Elective		

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

PROGRAM NUMBER	TELEVISION PRODUCTION		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8772100 ✪	8772130H/XWLH	Television Production 3 HONORS	✓	ACA Photoshop, Premiere, Flash
	8772140H/XWMH	Television Production 4 HONORS	✓	ACA Photoshop, Premiere, Flash

8772130H/XWLH	TELEVISION PRODUCTION 3 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Television Production 2/Permission of Instructor/Contract Required	
Type of Credit:	Elective		

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

8772140H/XWMH	TELEVISION PRODUCTION 4 HONORS		Career Prep
	Offered:	Grade 10, 11, 1	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Television Production 3/Permission of Instructor/Contract Required	
Type of Credit:	Elective		

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

EDUCATION AND TRAINING CLUSTER

PROGRAM NUMBER	EARLY CHILDHOOD EDUCATION		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8405100 ✪	8405110/WQP	Early Childhood Education 1		
	8405120/WQQ	Early Childhood Education 2		
	8405130H/WQSH	Early Childhood Education 3 HON		NOCTI Childcare
	8405140H/WQTH	Early Childhood Education 4 HON		

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

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

8405120/WQQ	EARLY CHILDHOOD EDUCATION 2		Career Prep
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Early Childhood Education 1	
Type of Credit:	Elective		

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

✪ **GOLD SEAL PROGRAM**

8405130H/WQSH	EARLY CHILDHOOD EDUCATION 3 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Early Child Education 2/Permission of Instructor/Contract Required	
	Type of Credit:	Elective, Arts Elective	

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

8405140H/WQTH	EARLY CHILDHOOD EDUCATION 4 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Early Child Education 3/Permission of Instructor/Contract Required	
	Type of Credit:	Elective	

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

PROGRAM NUMBER	OTHER COURSES	
	Course Number	Course Name
8500410	8500410/WTA	Education & Training Cooperative <i>OJT</i>
8500100	8500100/YST	Education & Training <i>Directed Study</i>

8500410/WTA	EDUCATION AND TRAINING COOPERATIVE <i>OJT</i>		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	Enrolled in Education & Training program	
	Type of Credit:	Elective	

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

8500100/YST	EDUCATION AND TRAINING DIRECTED STUDY		Career Prep
	Offered:	Grade 11, 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	Completed Education & Training 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 *Education and Training* 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 *Education and Training* 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.

PROGRAM NUMBER	PATHWAYS TO ENGINEERING		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
9400300 ✪	8600550/XDF 8600550H/XDFH	Intro to Engineering Design* Intro to Engineering Design HONORS*	✓	Auto CAD Inventor
	8600520/XDC 8600520H/XDCH	Principles of Engineering* Principles of Engineering HONORS*	✓	Auto CAD Inventor
	8600530/XDD 8600530H/XDDH	Digital Electronics* Digital Electronics HONORS*	✓ ✓	Auto CAD Inventor
	8600620/XTB 8600620H/XTBH	Aerospace Engineering* Aerospace Engineering HONORS*	✓ ✓	Auto CAD Inventor
	8600590/XDJ 8600590H/XDJH	Civil Engineering and Architecture* Civil Engineering & Architec HON*	✓ ✓	Auto CAD Inventor
	8600560/XDG 8600560H/XDGH	Computer Integrated Manufacturing* Computer Integrated Manufact HON*	✓ ✓	Auto CAD Inventor
	8600650/XPD 8600650H/XPDH	Engineering Design and Develop* Engineering Design and Devel HON*	✓ ✓	Auto CAD Inventor

*This is a course in the Project Lead the Way program

8600550/XDF	INTRODUCTION TO ENGINEERING DESIGN (PLTW)	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
Type of Credit:	Elective, Arts Elective	

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software.

✪ **GOLD SEAL PROGRAM**

8600550H/ XDFH	INTRODUCTION TO ENGINEERING DESIGN (PLTW) HONORS	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Permission of Instructor/Contract Required
Type of Credit:	Elective, Arts Elective	

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

8600520/XDC	PRINCIPLES OF ENGINEERING (PLTW)	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Introduction to Engineering Design
Type of Credit:	Elective, Arts Elective	

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

8600520H/XDCH	PRINCIPLES OF ENGINEERING (PLTW) HONORS	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Intro to Engineering Design/Perm of Instructor/Contract Required
Type of Credit:	Elective, Arts Elective	

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

8600530/XDD	DIGITAL ELECTRONICS (PLTW)	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Principles of Engineering
Type of Credit:	Elective, Arts Elective	

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

8600530H/XDDH	DIGITAL ELECTRONICS (PLTW) HONORS	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Principles of Engineering /Perm of Instructor/Contract Required
	Type of Credit:	Elective, Arts Elective

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

8600560/XDG	COMPUTER INTEGRATED MANUFACTURING (PLTW)	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Principles of Engineering
	Type of Credit:	Elective, Arts Elective

This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

8600560H/XDGH	COMPUTER INTEGRATED MANUFACTURING (PLTW) HONORS	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Principles of Engin/ Permission of Instructor/Contract Required
	Type of Credit:	Elective, Arts Elective

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

PROGRAM NUMBER	PRACTICAL ARTS COURSES	
	Course Number	Course Name
8500120	8500120/YSG	Personal & Family Finance

8500120/YSG	PERSONAL AND FAMILY FINANCE	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Practical Arts

The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system, personal and family management of resources including income, money management, saving and investing, spending and credit, the role of financial institutions and the consumer, consumer information and taxation and financial planning.

PROGRAM NUMBER	OTHER COURSES	
	Course Number	Course Name
8501420	8501420/YMP	Finance Cooperative <i>OJT</i>
8501000	8501000/YMO	Finance <i>Directed Study</i>

8501420/YMP	FINANCE COOPERATIVE <i>OJT</i>		Career Prep
	Offered:	Grade 10, 11, 12	
Credit:	Multiple		
Length:	Year		
Prerequisite:	Enrollment in a Finance Career Prep Program		
Type of Credit:	Elective		

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

8501000/YMO	FINANCE DIRECTED STUDY		Career Prep
	Offered:	Grade 11, 12	
Credit:	Multiple		
Length:	Year		
Prerequisite:	Completion of a Finance 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 *Finance* 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 *Finance* 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.

PROGRAM NUMBER	EMERGENCY MEDICAL RESPONDER		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8417170 ✪	8417100/WNA	Health Science 1		
	8417110/WNB	Health Science 2		CMAA
	8417110H/WNBH	Health Science 2 HONORS		
	8417171/WNM	Emergency Medical Responder 3		CMAA Patient Care Technician
	8417171H/WNMH	Emergency Medical Responder 3 HONORS		

✪ **GOLD SEAL PROGRAM**

8417100/WNA	HEALTH SCIENCE 1		Career Prep
	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.

8417110H/ WNBH	HEALTH SCIENCE 2 HONORS		Career Prep
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Health Science 1/Permission of Instructor/Contract Required	
Type of Credit:	Elective, Substitution for Anatomy & Physiology (2000350)		

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

8417171H/ WNMH	EMERGENCY MEDICAL RESPONDER 3 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Health Science 2/Permission of Instructor/Contract Required	
Type of Credit:	Elective, Substitution for Anatomy & Physiology (2000350)		

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

PROGRAM NUMBER	PRACTICAL ARTS COURSES	
	Course Number	Course Name
8400320	8400320/WOT	Medical Skills & Services

8400320/WOT	MEDICAL SKILLS & SERVICES	
	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**

HOSPITALITY AND TOURISM CLUSTER

PROGRAM NUMBER	CULINARY ARTS		HS ARTS CREDIT	INDUSTRY CREDENTIAL
	Course Number	Course Name		
8800500 ✪	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	Culinary Arts 4		FRA/ServSafe
	8800540H/WSDH	Culinary Arts 4 HONORS		FRA/ServSafe

	CULINARY ARTS 1		Career Prep
8800510/WSA	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.

	CULINARY ARTS 2		Career Prep
8800520/WSB	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.

	CULINARY ARTS 3 HONORS		Career Prep
8800530H/WSCH	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.

✪ **GOLD SEAL PROGRAM**

8800540H/WSDH	CULINARY ARTS 4 HONORS		Career Prep
	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.

PROGRAM NUMBER	CULINARY AND HOSPITALITY SPECIALTIES		HS ARTS CREDIT	INDUSTRY CREDENTIAL
	Course Number	Course Name		
8800600	8800610/WSE	Culinary & Hospitality Specialties 1		
	8800620/WSF	Culinary & Hospitality Specialties 2		N/A

8800610/WSE	CULINARY & HOSPITALITY SPECIALTIES 1		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Completion of Culinary Arts Program	
Type of Credit:	Elective		

This course is designed for students to gain advanced preparation and entrepreneurial skills for small business ownership and/or event catering. The course content includes using technology, such as point-of-sale software, internet marketing, and social networking to enhance food service business efficiency and development; acquiring advanced skills in geriatric and athletic nutrition; and understanding the interconnections and interdependency of ecological, social, and economic systems as well as that of food and science. The program culminates in a capstone project with acquired knowledge and skills utilized to obtain the Florida *Employee Food handler Training Certification*.

8800620/WSF	CULINARY & HOSPITALITY SPECIALTIES 2		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Culinary & Hospitality Specialties 2	
Type of Credit:	Elective		

This course is designed for students to gain advanced preparation and entrepreneurial skills for small business ownership and/or event catering. The course content includes using technology, such as point-of-sale software, internet marketing, and social networking to enhance food service business efficiency and development; acquiring advanced skills in geriatric and athletic nutrition; and understanding the interconnections and interdependency of ecological, social, and economic systems as well as that of food and science. The program culminates in a capstone project with acquired knowledge and skills utilized to obtain the Florida *Employee Food handler Training Certification*.

PROGRAM NUMBER	*GAME/SIMULATION/ANIMATION PROGRAMMING		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8208300 ✪	8208110/VPE	Game & Simulation Foundations		ACA Photoshop, Flash, Dreamweaver
	8208120/VPF	Game & Simulation Design		ACA Photoshop, Flash, Dreamweaver
	8208330/VPI 8208330H/VPIH	Game & Simulation Programming Game & Simulation Programming HONORS		ACA Photoshop, Flash, Dreamweaver
	8208340/VPJ 8208340H/VPJH	Multi-User Game & Simulation Programming Multi-User Game & Simulation Programming HONORS		ACA Photoshop, Flash, Dreamweaver

8208110/VPE	GAME AND SIMULATION FOUNDATIONS		Career Prep
	Offered:	Grade 9, 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	None		
Type of Credit:	Elective, Arts Elective		

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application, storyboarding techniques, and development tools. Hands-on activities using an entry-level game development tool will result in the creation of a playable game.

8208120/VPF	GAME AND SIMULATION DESIGN		Career Prep
	Offered:	Grade 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	Game and Simulation Foundations		
Type of Credit:	Elective, Arts Elective		

This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations. Hands-on activities using an entry-level game development tool will result with the creation and presentation of a playable game with design documentation.

✪ **GOLD SEAL PROGRAM**

8208330/VPI	GAME AND SIMULATION PROGRAMMING		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Game and Simulation Design	
Type of Credit:	Elective, Arts Elective		

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

8208330H/VPIH	GAME AND SIMULATION PROGRAMMING HONORS		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Game and Simulation Design/Permission of Instructor/Contract	
Type of Credit:	Required Elective, Arts Elective		

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

8208340/VPJ	MULTI-USER GAME AND SIMULATION PROGRAMMING		Career Prep
	Offered:	Grade 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Game and Simulation Programming	
Type of Credit:	Elective, Arts Elective		

This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, score-keeping, timed event strategies and methodologies, and implementation issues specific to multi-user game/simulation products.

PROGRAM NUMBER	GAME/SIMULATION/ANIMATION VISUAL DESIGN		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8208100*	8208110/VPE	Game and Simulation Foundations		ACA Photoshop, Flash, Dreamweaver
	8208120/VPF	Game and Simulation Design		ACA Photoshop, Flash, Dreamweaver
	8208130/VPG	Game & Simulation 2D Graphic Development		ACA Photoshop, Flash, Dreamweaver
	8208130H/VPGH	Game & Simulation 2D Graphic Development HONORS		
	8208140/VPH	Game & Simulation 3D Graphic Animation		ACA Photoshop, Flash, Dreamweaver
	8208140H/VPHH	Game & Simulation 3D Graphic Animation HONORS		

8208110/VPE	GAME AND SIMULATION FOUNDATIONS		Career Prep
	Offered:	Grade 9, 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	Digital Design 6		
Type of Credit:	Elective, Arts Elective		

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application, storyboarding techniques, and development tools. Hands-on activities using an entry-level game development tool will result in the creation of a playable game.

8208120/VPF	GAME AND SIMULATION DESIGN		Career Prep
	Offered:	Grade 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	Game and Simulation Foundations		
Type of Credit:	Elective, Arts Elective		

This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations. Hands-on activities using an entry-level game development tool will result with the creation and presentation of a playable game with design documentation.

***GOLD SEAL PROGRAM**

8208130/VPG	GAME AND SIMULATION 2D GRAPHIC DEVELOPMENT		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Game and Simulation Design	
Type of Credit:	Elective, Arts Elective		

This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.

8208130H/VPGH	GAME AND SIMULATION 2D GRAPHIC DEVELOPMENT HONORS		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Game and Sim Design/Permission of Instructor/Contract Required	
Type of Credit:	Elective, Arts Elective		

This honors course offers extensive experience in Game & Simulation 2D Graphic Development. In addition to fulfilling all requirements of Game & Simulation 2D Graphic Development, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

8208140/VPH	GAME AND SIMULATION 3D GRAPHIC ANIMATION		Career Prep
	Offered:	Grade 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Game and Simulation 2D Graphic Development	
Type of Credit:	Elective, Arts Elective		

This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.

8208140H/VPHH	GAME AND SIMULATION 3D GRAPHIC ANIMATION HONORS		Career Prep
	Offered:	Grade 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Game and Sim 2D Graphic Devel/Instructor Perm/Contract Require	
Type of Credit:	Elective, Arts Elective		

This honors course offers extensive experience in Game & Simulation 3D Graphic Animation. In addition to fulfilling all requirements of Game & Simulation 3D Graphic Animation, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.

LAW, PUBLIC SAFETY AND SECURITY CLUSTER

PROGRAM NUMBER	CRIMINAL JUSTICE OPERATIONS		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8918000 ✪	8918010/YRB	Criminal Justice Operations 1		
	8918020/YRC	Criminal Justice Operations 2		
	8918030/YRD	Criminal Justice Operations 3		NOCTI
	8918030H/YRDH	Criminal Justice Opera 3 HONORS		
	8918040/YRG	Criminal Justice Operations 4		
8918040H/YRGH	Criminal Justice Oper 4 HONORS			

	CRIMINAL JUSTICE OPERATIONS 1		Career Prep
	8918010/YRB	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year None Elective

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

	CRIMINAL JUSTICE OPERATIONS 2		Career Prep
	8918020/YRC	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Criminal Justice Operations 1 Elective

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

	CRIMINAL JUSTICE OPERATIONS 3		Career Prep
	8918030/YRD	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Criminal Justice Operations 2 Elective

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

8918030H/YRDH	CRIMINAL JUSTICE OPERATIONS 3 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Criminal Justice Oper 2/Permiss of Instructor/Contract Required	
Type of Credit:	Elective		

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

8918040/YRG	CRIMINAL JUSTICE OPERATIONS 4		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Criminal Justice Operations 3	
Type of Credit:	Elective		

This course is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures. This course offers two (2) tracks and is intended to provide flexibility for students in the last year of the Criminal Justice program. Track 1 is divided into eight (8) options consisting of Standards 23 – 91. This track is focused on the criminal justice system. Four (4) of these options should be selected to complete this one credit course. Track 2 is comprised of Standards 92 – 103 and is a one credit course focused on the administrative aspects of the legal system. To complete the program, students must complete either Track 1 or Track 2.

8918040H/YRGH	CRIMINAL JUSTICE OPERATIONS 4 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Criminal Justice Oper 3/Perm of Instructor/ Contract Required	
Type of Credit:	Elective		

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

MARKETING, SALES, AND SERVICES CLUSTER

PROGRAM NUMBER	ENTREPRENEURSHIP		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8812100 ✪	8812110/YMC	Principles of Entrepreneurship		
	8812120/YMD	Business Management and Law		
	8812000/YME	Business Ownership		N/A

8812110/YMC	PRINCIPLES OF ENTREPRENEURSHIP		Career Prep
	Offered:	Grade 9, 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	None		
Type of Credit:	Elective, Arts Elective		

This course is designed to provide the basic principles of entrepreneurship including the role of the entrepreneur; entrepreneurship as a career; ethics in business; and the principles of marketing, financing, and managing a business.

8812120/YMD	BUSINESS MANAGEMENT AND LAW		Career Prep
	Offered:	Grade 9, 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	Principles of Entrepreneurship		
Type of Credit:	Elective		

This course is designed to provide an introduction to business management techniques. Course content includes human relations, decision-making, communication techniques, business law concepts, and characteristics of the American enterprise system.

8812000/YME	BUSINESS OWNERSHIP		Career Prep
	Offered:	Grade 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	Business Management and Law		
Type of Credit:	Elective, Arts Elective		

This course is designed to prepare students as entrepreneurs; to present entrepreneurship as a worthy career path; to provide students with the skills needed to realistically evaluate business ownership potential; and to develop the fundamental knowledge and skills necessary to start and operate a business.

PROGRAM NUMBER	SPORT, RECREATION AND ENTERTAINMENT (SRE) MARKETING		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8827400 ✪	8827410/YOP	SRE Essentials		ACA Photoshop, Flash, Dreamweaver
	8827420/YOQ	SRE Applications		ACA Photoshop, Flash, Dreamweaver
	8827430/YOR 8827430H/YORH	SRE Marketing Management SRE Marketing Manage HONORS		ACA Photoshop, Flash, Dreamweaver
	8827440/YOT	SRE Internship		ACA Photoshop, Flash, Dreamweaver

8827410/YOP	SRE ESSENTIALS		Career Prep
	Offered:	Grade 9, 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	None		
Type of Credit:	Elective		

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

8827420/YOQ	SRE APPLICATIONS		Career Prep
	Offered:	Grade 10, 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	SRE Essentials		
Type of Credit:	Elective, Arts Elective		

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

8827430/YOR	SRE MARKETING MANAGEMENT		Career Prep
	Offered:	Grade 11, 12	
Credit:	1.0		
Length:	Year		
Prerequisite:	SRE Applications		
Type of Credit:	Elective		

This course is designed to provide instruction for career sustaining employment in the sport, recreation, and entertainment industry. The content includes applied skills related to sport, recreation, and entertainment marketing functions; employment skills required for sport, recreation, and entertainment management; and career planning for the sport, recreation, and entertainment industry.

8827430H/YORH	SRE MARKETING MANAGEMENT HONORS		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	SRE Applications/Permission of Instructor/Contract Required	
Type of Credit:	Elective		

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

8827440/YOT	SRE INTERNSHIP		Career Prep
	Offered:	Grade 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	SRE Marketing Management	
Type of Credit:	Elective		

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

8800100/XMY	MARKETING, SALES, AND SERVICES DIRECTED STUDY		Career Prep
	Offered:	Grade 11, 12	
	Credit:	Multiple	
	Length:	Year	
	Prerequisite:	Completion of a Marketing, Sales, & Services 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 *Marketing, Sales, and Services* 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 *Marketing, Sales, and Services* 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.

ADDITIONAL CTE PROGRAMS AND COURSES

PROGRAM NUMBER NUMBER	DIVERSIFIED CAREER TECHNOLOGY (DCT)		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8303000 ✪	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.

	DCT PRINCIPLES		Career Prep
	8303010/VSB	Offered: Credit: Length: Prerequisite: Type of Credit:	

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.

	DCT OJT		Career Prep
	8300410/VSD	Offered: Credit: Length: Prerequisite: Type of Credit:	

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.

	DCT APPLICATIONS		Career Prep
	8303020/VSC	Offered: Credit: Length: Prerequisite: Type of Credit:	

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

EXECUTIVE INTERNSHIP

Course Number	Course Name
0500300/CXA	Executive Internship 1
0500310/CUB	Executive Internship 2

0500300/CXA	*EXECUTIVE INTERNSHIP 1	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Career Academy Director Recommendation
Type of Credit:	Elective	

The purpose of this course is to broaden classroom academy learning by providing a community/business internship in a career area related to the academy program of study. Students will apply career academy knowledge and skills in unpredictable, real-world situations; use high literacy (reading and writing), mathematics and science skills; gain a deep understanding of factual knowledge; draw from interpersonal and social skills; and develop cognitive processes to solve problems.

0500300/CXA	*EXECUTIVE INTERNSHIP 2	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Executive Internship 1/Career Academy Director Recommendation
Type of Credit:	Elective	

The purpose of this course is to broaden classroom academy learning by providing a **second** community/business internship in a career area related to the academy program of study. Students will apply career academy knowledge and skills in unpredictable, real-world situations; use high literacy (reading and writing), mathematics and science skills; gain a deep understanding of factual knowledge; draw from interpersonal and social skills; and develop cognitive processes to solve problems.

****Career academies that do NOT have an internship course tied to the Career and Technical Education (CTE) program may use these courses. All other career academies must use the CTE program's internship course. Please contact Kristin Pierce, x2064 if you have any questions.***

2015-2016 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 .50 Q.P.V.:

0102320	Ceramic/Pottery 3 Honors	2002510	Marine Science 1 Honors
0109310	Port Dev: Drawing Honors	2003350	Chemistry 1 Honors
0300330	Dance Techniques 3 Honors	2003360	Chemistry 2 Honors
0300334	Dance Techniques 4 Honors	2003390	Physics 1 Honors
0400330	Theatre 3 Honors	2100320	US History Honors
0400340	Theatre 4 Honors	2102345	Economics With Financial Literacy Honors
0701340	French 3 Honors	2106320	US Govt. Honors
0701350	French 4 Honors	2109320	World History Honors
0708360	Spanish 3 Honors	8106830H	Agritechnology 2 Honors
0708370	Spanish 4 Honors	8111550H	Veterinary Assisting 3 Honors
1001320	English Honors 1	8121520H	Horticultural Science 3 Honors
1001350	English Honors 2	8121610H	Horticultural Science/Services 4 Honors
1001380	English Honors 3	8417110H	Health Science 2 Honors
1001410	English Honors 4	8503213H	Early Childhood 3 Honors
1200320	Algebra 1 Honors	8503214H	Early Childhood 4 Honors
1200340	Algebra 2 Honors	8600530H	Digital Electronics Honors
1201315	Analysis of Functions Honors	8600560H	Computer Integrated Manufacturing Honors
1202340	Pre-Calculus Honors	8601770H	Engineering Technology 3 Honors
1206320	Geometry Honors	8772130H	Television Production 3 Honors
1211300	Trigonometry Honors	8772140H	Television Production 4 Honors
1302340	Band 5 Honors	8800530H	Culinary Arts 3 Honors
1302400	Band 6 Honors	8800540H	Culinary Arts 4 Honors
1302530	Jazz Ensemble 4 Honors	8827430H	Sport/Rec./Entertain. Marketing Manage Hon
2000320	Biology 1 Honors	8918030H	Criminal Justice Operations 3 Honors
2000330	Biology 2	8800530H	Culinary Arts 3 Honors
2000360	Anatomy And Physiology Honors	8800540H	Culinary Arts 4 Honors
2001320	Earth Space Science Honors		

DIPLOMA GRADUATION REQUIREMENTS

Charts for graduation requirements can be found in School Board policy 307 Student Progression Plan at the following link:

<http://myvolusiaschools.org>

- Once the link is open click on the School Board Tab on the top.
- On the left you will see School Board Policies, click here and go to Board Docs (in the middle section).
- Click on Board Docs and you will see the Table of Contents.
- Click on School Board Policy 300, Instructional Policies.
- Scroll down and click on policy 307.
- You will find the link to the policy in the middle section. Click on the link.
- Graduation Charts are found in Section III, starting on page 5.

FLORIDA DEPARTMENT OF EDUCATION RESOURCES

Resources

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

- A four-year, 24-credit program
- An International Baccalaureate (IB) curriculum
- A three-year, 18-credit ACCEL Diploma

Effective for all students in the 2012-2013 school year and thereafter, if enrolled in U.S. History or U.S. History Honors the final course grade must include a minimum 30 percent of the U.S. History End-of-Course Assessment.

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

For more information on local public school district graduation programs, please contact the [school district](#).

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 in the following order, according to the student's needs and abilities:

- Standard Diploma
- Special Diploma, Option 1
- Special Diploma, Option 2

Information related to special diploma options and the transition of a student with disabilities from school to adult life is 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 and in the full report.

• [Key Facts About Education Outcomes In Florida](#) This website aims to provide parents and students with postsecondary school information that will help them to make informed education and career choices.

The School Board of Volusia County

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Mrs. Ida D. Wright, Vice-Chairman

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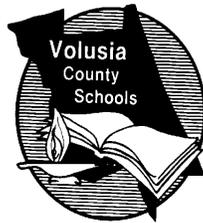
Mr. James T. Russell

Deputy Superintendent for Instructional Services

Mr. James Tager

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

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.