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

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.
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ART

0102000/ACA M/J INTRODUCTION TO PHOTOGRAPHY

Offered: Grade 6
Length: 9 weeks/Semester
Prerequisite: None

The purpose is to give students a basic understanding of photography and production of works of art with an emphasis on two-dimensional art and may also include three-dimensional art experiences. The content will include the study of black and white photography, camera usage, production techniques and safety, photographic history, career opportunities, and looking at, discussing and evaluating photographs as an art form.

0100000/AAA M/J ART/ART APPRECIATION 1

Offered: Grade 6
Length: 9 weeks/Semester
Prerequisite: None

The purpose is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on two-dimensional art, and may also include three-dimensional art media, techniques, tools, and processes to solve specific visual arts problems with refinement and control. Production experiences will include drawing from life, printmaking, painting, and color theory. The content will include appropriate and safe use of two-dimensional media and tools; reasoning, critical thinking and evaluation skills; and interdisciplinary, real-world, and career connections.

0100010/AAB M/J ART/ART APPRECIATION 2

Offered: Grade 6
Length: 9 weeks/Semester
Prerequisite: None

The purpose is to provide experiences necessary for an awareness, appreciation, and production of works with an emphasis on three-dimensional art, and may also include two-dimensional art experiences such as drawing, painting, and printmaking. Production experiences will include sketching, sculpting and assemblage. The content will include appropriate use of three-dimensional media and tools; reasoning, critical thinking and evaluation skills; and interdisciplinary, real-world, and career connections.

0100020/AAC M/J ART/ART APPRECIATION 3

Offered: Grade 7
Length: Semester
Prerequisite: None

The purpose is to enable students to develop basic art appreciation skills through the production of two- and three-dimensional works of art. Production activities may include drawing, painting, printmaking, sketching, sculpting and assemblage. The content will include the appropriate use of two- and three-dimensional media, tools and processes; development of reasoning, critical thinking and evaluation skills; investigation of historical, cultural and interdisciplinary themes; and an understanding of real-world and career connections.
0100030/AAD M/J ART/ART APPRECIATION 4

Offered: Grade 7  
Length: Semester  
Prerequisite: None

The purpose is to enable students to develop intermediate-level art appreciation skills through the appreciation and production of works that emphasize the use of two-dimensional media, tools, technology, and processes based on sketching, drawing, painting, and printmaking skills and may also include three-dimensional art experiences such as sculpting, and assemblage. The content will include art styles and the role of the artist; critical thinking, analysis and evaluation of composition; historical and cultural themes; personal and social benefits; and real-world and career connections.

0100040/AAE M/J ART/ART APPRECIATION 5

Offered: Grade 8  
Length: Semester  
Prerequisite: None

The purpose is to enable students to develop intermediate-level art appreciation skills through the production of three-dimensional works using various media, technology, and processes and production skills that may include sketching, sculpting, and assemblage. The course may also include two-dimensional art media, tools, technology, and processes based on drawing, painting, and printmaking skills. The content will include art styles and the role of the artist; critical thinking, analysis and evaluation of composition; historical and cultural themes; personal and social benefits; and real-world and career connections.

0100050/AAF M/J ART/ART APPRECIATION 6

Offered: Grade 8  
Length: Semester  
Prerequisite: None

The purpose is to develop proficient art appreciation skills through the production of two- and three-dimensional works of art. Production activities may include drawing, painting, printmaking, sketching, sculpting, and assemblage. The content will include art styles and the role of the artist; cultural, historical and interdisciplinary themes; career and real-world connections; and critical thinking and evaluation skills.

0102010/ACB M/J BASIC PHOTOGRAPHY

Offered: Grade 7  
Length: Semester  
Prerequisite: None

The purpose is to give students a basic understanding of photographic imagery with emphasis on two-dimensional works of art and may also include three-dimensional art experiences. The content will include the study of photography as visual communication, application of photographic techniques, criteria for critical analysis, presentation of photographic works, and exploration of career possibilities.
0102040/ACD  M/J CREATIVE PHOTOGRAPHY 1

Offered:       Grade 7, 8
Length:        Semester
Prerequisite:  None

The purpose of this course is to provide opportunities for students to learn and apply creative approaches to photographic imagery with emphasis on two-dimensional works of art and may also include three-dimensional art experiences. The content will include the study of black/white photography as an art form, advanced camera and production techniques, the study of contemporary photography, and the critical analysis of photographic images.

0102050/ACE  M/J CREATIVE PHOTOGRAPHY 2

Offered:       Grade 7, 8
Length:        Semester
Prerequisite:  None

The purpose of this course is to provide opportunities for students to learn and apply advanced creative approaches for photographic imagery with emphasis on two-dimensional works of art and may also include three-dimensional art experiences. The content will include the study of visual communication in black/white photography; mixed media techniques; advanced lighting techniques; the critical analysis of photographic images; presentation techniques; and the exploration of art careers in photography.

0103000/ADA  M/J GRAPHIC DESIGN 1

Offered:       Grade 7, 8
Length:        Semester
Prerequisite:  None

The purpose of this course is to provide opportunities for students to gain knowledge of concepts and techniques used in the field of graphic arts through the production of two- and three-dimensional works of art. This course will serve as an introduction to graphic design as a career option. The content will include layout and mechanical preparation, illustration skill development, typography, and the effective use of elements and principles of design in traditional media and with computer technology and software.

0103010/ADB  M/J GRAPHIC DESIGN 2

Offered:       Grade 7, 8
Length:        Semester
Prerequisite:  None

The purpose of this course is to further develop students' skills in design, layout, typography, and other forms of visual communication and evaluation through the production of two- and three-dimensional works of art. The content will include creative use of the elements and principles of design in layout and typography; introduction of photography, photo silk-screen, other forms of reproduction, in traditional media and with computer technology and software.

0104020/APN  M/J EMPHASIZING ART

Offered:       Grade 8
Length:        Year
Prerequisite:  Art Teacher Recommendation

The purpose of this course is to enable students to focus on two- and three-dimensional design principles and aesthetic judgments with emphasis on personal creativity and artistic expression. Production activities may include drawing, painting, printmaking, sculpting, and assemblage. A sketchbook is required.
DANCE

0300000/CAA M/J DANCE 1

Offered: Grade 6, 7, 8
Length: Year
Prerequisite: None

This course will provide students with experiences in at least one style of dance. The content will include movement analysis, basic movement terminology, rhythmic skills and musicality, and early dance history. Rhythmic movement will be stressed.

0300010/CAB M/J DANCE 2

Offered: Grade 6, 7, 8
Length: Year
Prerequisite: None

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

0300020/CAC M/J DANCE 3

Offered: Grade 6, 7, 8
Length: Year
Prerequisite: None

This course will provide students with experiences in three styles of dance chosen from the following: Ballet, international folk, modern, jazz, tap, or 20th century dance styles.

0300030/CAD M/J DANCE 4

Offered: Grade 7, 8
Length: Year
Prerequisite: None

This course will provide students with experiences in three or more dance styles to be selected from the following: ballet, international folk, modern, jazz, tap, or 20th century dance styles. Students must achieve higher levels of skill in styles studied in previous classes.

0300040/CAE M/J DANCE 5

Offered: Grade 7, 8
Length: Semester
Prerequisite: None

This course will provide students opportunities to acquire in-depth knowledge and skill in three or more dance styles. The content will include beginning/intermediate level ballet, modern, jazz or tap, technique, elements of anatomy, and critical observation skills. Proper alignment/placement and technique will be stressed.

0300050/CAF M/J DANCE 6

Offered: Grade 7, 8
Length: Semester
Prerequisite: None

This course is a continuation of M/J Dance 5.
DRAMA

0400000/CBA  M/J DRAMA 1

Offered: Grade 7, 8
Length: Semester
Prerequisite: None

This course is an overview of the study and practice of dramatic arts. It will include practical experience in acting such as pantomime, improvisation, duet acting, and one-act plays. Background information on history, tradition, and operation of the theatre will be included.

0400010/CBB  M/J DRAMA 2

Offered: Grade 7, 8
Length: Semester
Prerequisite: M/J Drama 1 and Teacher Recommendation

This course will continue the study of the dramatic arts. It includes practical experience in acting, as well as theatrical productions using the skills studied and practiced in Drama 1.

0400020/CBC  M/J DRAMA 3

Offered: Grade 7, 8
Length: Semester
Prerequisite: M/J Drama 2 and/or Teacher Recommendation

This course will continue the study of dramatic arts. It includes using skills studied and practiced in Drama 2.

0400030/CBD  M/J DRAMA 4

Offered: Grade 7, 8
Length: Semester
Prerequisite: M/J Drama 3 and/or Teacher Recommendation

This course will continue the study of dramatic arts. It includes practical experience in acting as well as theatrical production, using the skills studied and practiced in Drama 3.

0400100/CBE  M/J COMPREHENSIVE THEATRE

Offered: Grade 8
Length: Year
Prerequisite: M/J Drama 1 and/or Chorus

The purpose of this course is to enable students to develop fundamental elements of theatre arts into final production using varied media, techniques, and processes. The content should include, but not be limited to, the following: acting and characterization, pantomime and improvisation, theatre terminology, historical, cultural, and societal influences, dramatic literature, technical theatre and design, playwriting skills, theatre arts personnel, publicity, artistic discipline, audience etiquette, and careers in theatre arts.

Note: After-school rehearsals and performances are required, including competitions.
The purpose of this course is to enable students to develop fundamental skills in stagecraft and apply them through practical experiences. The content should include, but not be limited to, the following: safety issues and regulations, theatre regulations, elements of technical theatre, trends in technical design, relationship between script and directorial concepts, properties, costumes, and make-up, lighting and sound, artistic discipline, careers, and connections between stagecraft and other subject areas.

Note: After-school rehearsals are required, including competitions.
FOREIGN LANGUAGE

0700000/DAA  M/J INTRODUCTION TO FOREIGN LANGUAGES 1

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to provide an introduction to and exploration of the study of foreign languages, with a special emphasis on conversation. Latin courses may choose a different area of emphasis. The content should include, but not be limited to the following: basic principles, concepts, processes and knowledge of the language(s) and the target culture(s).

Language content covered in any of the Introduction to Foreign Languages courses may not be repeated in any of the courses of the same title.

0700010/DAB  M/J INTRODUCTION TO FOREIGN LANGUAGES 2

Offered: Grade 7, 8
Length: Semester
Prerequisite: M/J Introduction to Foreign Languages 1

The purpose of this course is to provide an introduction to and exploration of the study of foreign languages, with a special emphasis on conversation. Latin courses may choose a different area of emphasis. The content should include, but not be limited to the following: basic principles, concepts, processes, and knowledge of the language(s) and the target culture(s).

Language content covered in any of the Introduction to Foreign Languages courses may not be repeated in any of the courses of the same title.

0700020/DAC  M/J INTRODUCTION TO FOREIGN LANGUAGES 3

Offered: Grade 8
Length: Semester
Prerequisite: M/J Introduction to Foreign Languages 2

The purpose of this course is to provide an introduction to and exploration of the study of foreign languages, with a special emphasis on conversation. Latin courses may choose a different area of emphasis. The content should include, but not be limited to the following: basic principles, concepts, processes, and knowledge of the language(s) and the target culture(s).

Language content covered in any of the Introduction to Foreign Languages courses may not be repeated in any of the courses of the same title.

0701000/DBA  M/J FRENCH, BEGINNING

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to introduce fundamental skills in the French language. The students will be able to understand a variety of expressions used in daily life. The students will learn about specific oral vocabulary, and initiate conversation using the vocabulary and structure learning class. The students will also learn about the basic elements of the French culture, including gestures and holidays.
**0701010/DBB**  
**M/J FRENCH, INTERMEDIATE**

Offered: Grade 6, 7, 8  
Length: Semester  
Prerequisite: M/J French, Beginning

The purpose of this course is to reinforce the previously required fundamental skills. The content should include, but not be limited to, the additional acquisition of skills in listening, speaking, reading, and writing in the French language. Students will increase vocabulary skills, grammatical concepts, and cultural awareness.

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**0701320/DMC**  
**FRENCH I**

Offered: Grade 8  
Length: Year  
Prerequisite: None

The purpose of this course is to introduce students to the French 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.

*See information on Page 40 - High School Credit Earned in Middle School*

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**0702000/DCA**  
**M/J GERMAN, BEGINNING**

Offered: Grade 6, 7, 8  
Length: Semester  
Prerequisite: None

The purpose of this course is to introduce fundamental skills in the German language. The students will be able to understand a variety of expressions used in daily life. The students will learn about specific oral vocabulary, and initiate conversation using the vocabulary and structure learned in class. The student will also learn about the basic elements of the German culture, including gestures and holidays.

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**0702010/DCC**  
**M/J GERMAN, INTERMEDIATE**

Offered: Grade 6, 7, 8  
Length: Semester  
Prerequisite: M/J German, Beginning

The purpose of this course is to reinforce the previously required fundamental skills. The content should include, but not be limited to, the additional acquisition of skills and listening, speaking, reading, and writing in the German language. Students will increase vocabulary skills, grammatical concepts and cultural awareness.

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**0708000/DIA**  
**M/J SPANISH, BEGINNING**

Offered: Grade 6, 7, 8  
Length: Semester  
Prerequisite: None

The purpose of this course is to introduce fundamental skills in the Spanish language. The students will be able to understand a variety of expressions used in daily life. The students will learn about specific oral vocabulary and initiate conversation using the vocabulary and structure learned in class. The student will also learn about the basic elements of the Spanish culture, including gestures and holidays.
M/J SPANISH, INTERMEDIATE

Offered: Grade 7, 8  
Length: Semester  
Prerequisite: M/J Spanish, Beginning

The purpose of this course is to reinforce the previously required fundamental skills. The content will include, but not be limited to the additional acquisition of skills in listening, speaking, reading, and writing in the Spanish language. Students will increase vocabulary skills, grammatical concepts and cultural awareness.

SPANISH I*

Offered: Grade 7, 8  
Length: Year  
Prerequisite: None

The purpose of this course is to introduce students to the Spanish 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.

*See information on Page 40 - High School Credit Earned in Middle School

SPANISH II

Offered: Grade 7, 8  
Length: Year  
Prerequisite: Spanish I

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.

*See information on Page 40 - High School Credit Earned in Middle School

M/J SPANISH ADVANCED*

Offered: Grade 7, 8  
Length: Year  
Prerequisite: None

The purpose of this course is to enable students to enhance proficiency in Spanish through linguistic, communicative, and cultural approach to language learning. The course content will include reading and writing skills, however, the major emphasis is on communication skills. Grammatical concepts and understanding of the target language will be stressed. Cross cultural understanding is fostered and real life applications are emphasized throughout the course.

* Students who do not wish to receive high school credit for their high school foreign language course taken in middle school will have the option to take the M/J Spanish Advanced course 0708020. This course will not give the student a high school credit. However, students will be receiving a rigorous course corresponding to the high school Spanish level I course offered in the middle schools for high school credit. The students are expected to accomplish the same curriculum and benchmarks using the same text books. 
**0709000/DID**  
**M/J SPANISH FOR SPANISH SPEAKERS, BEGINNING**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The values and practices of Spanish culture(s) will be reflected throughout the course.

**0709010/DIF**  
**M/J SPANISH FOR SPANISH SPEAKERS, INTERMEDIATE**

Offered: Grade 7, 8  
Length: Year  
Prerequisite: M/J Spanish for Spanish Speakers, Beginning

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The values and practices of Spanish culture(s) will be reflected throughout the course.

**0709020/DIG**  
**M/J SPANISH FOR SPANISH SPEAKERS, ADVANCED**

Offered: Grade 7, 8  
Length: Year  
Prerequisite: M/J Spanish for Spanish Speakers, Intermediate

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**0709300/DVA**  
**SPANISH FOR SPANISH SPEAKERS I***

Offered: Grade 7, 8  
Length: Year  
Prerequisite: None

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

*See information on Page 40 - High School Credit Earned in Middle School*
0709310/DVB SPANISH FOR SPANISH SPEAKERS II*

Offered: Grade 7, 8
Length: Year
Prerequisite: Spanish for Spanish Speakers I

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

* See information on Page 40 - High School Credit Earned in Middle School

0706000/DGA M/J LATIN, BEGINNING

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to introduce fundamental skills in the Latin language. The students will be able to understand a variety of expressions used in daily life. The students will learn about specific oral vocabulary, and initiate conversation using the vocabulary and structure learned in class. The students will also learn about the basic elements of the culture, including gestures and holidays.

0706010/DGB M/J LATIN, INTERMEDIATE

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: M/J/ Latin Beginning

The purpose of this course is to reinforce the previously required fundamental skills. The content will include, but not be limited to, the additional acquisition of skills in listening, speaking, reading, and writing in the Latin language. Students will increase vocabulary skills, grammatical concepts and cultural awareness.


**LANGUAGE ARTS**

**1001010/GAB**  
**M/J LANGUAGE ARTS 1**

Offered: Grade 6  
Length: Year  
Prerequisite: None

This course includes composition instruction which emphasizes the writing process (pre-writing, drafting, and revising) and addresses elements of mechanics and grammar. Students will have experience using a word processor. Literature study will include a variety of selections. Students will apply skills in reading, speaking, listening, critical thinking, and study skills.

**1001040/GBB**  
**M/J LANGUAGE ARTS 2**

Offered: Grade 7  
Length: Year  
Prerequisite: Completion of M/J Language Arts 1

This course includes composition instruction which emphasizes the writing process (pre-writing, drafting, and revising) and addresses elements of mechanics and grammar. Students will have experience using a word processor. Speech instruction will include informal and formal presentations. Literature study will include a variety of selections.

**1001070/GCB**  
**M/J LANGUAGE ARTS 3**

Offered: Grade 8  
Length: Year  
Prerequisite: Completion of M/J Language Arts 2

This course provides instruction in writing, reading, comprehension, literature, speaking, and listening. The content will include instruction in reading and vocabulary skills for comprehending printed materials. Composition instruction will focus on writing essays for various purposes and audiences using correct grammar, mechanics, and usage written and revised on a word processor. Thinking skills and study skills are incorporated in this course.

**1006000/GFA**  
**M/J JOURNALISM 1**

Offered: Grade 7, 8  
Length: Year  
Prerequisite: None

This course gives an introduction to journalistic media. Students will have writing and reading experiences using media.

**1006010/GFB**  
**M/J JOURNALISM 2**

Offered: Grade 8  
Length: Year  
Prerequisite: M/J Journalism 1 or Teacher Recommendation

This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. Content will include experience in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise.
1007000/GGA  M/J SPEECH AND DEBATE 1

Offered: Grade 7, 8
Length: Year
Prerequisite: None

This is an introductory course to develop oral skills, speaking formally and informally, supporting one's topic, and doing research on a topic.

1009000/GIA  M/J CREATIVE WRITING 1

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

This course begins to develop students' writing and language skills needed for individual expression in literary forms. Instruction will focus on the development and practice of writing poetry, short stories, plays, novellas, essays, and other non-fiction.

1009010/GIB  M/J CREATIVE WRITING 2

Offered: Grade 7, 8
Length: Semester
Prerequisite: None

This course continues to develop students' writing styles. Students will write a variety of genres. The course may also include technical aspects of publishing students' work in a literary publication.

1009020/GIC  M/J CREATIVE WRITING 3

Offered: Grade 7, 8
Length: Semester
Prerequisite: None

This course will focus on further development of student writings with a focus on publication of a literary magazine. Submissions for publication will be encouraged.
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

1002000/GDA  M/J LANGUAGE ARTS 1 THROUGH ESOL

Offered: Grade 6
Length: Year
Prerequisite: Limited English Proficiency

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, literature, communication, and informational literacy. The content should include, but not be limited to, the following: using the reading process to construct meaning and develop fluency from a wide range of literary, informational, and technical texts; using the writing process to communicate information and ideas; using listening, viewing, and speaking strategies and technology tools to communicate effectively; understanding the common features of a variety of literary forms; responding critically to visual, oral, and written texts; using a systematic research process for collecting, processing and presenting information.

1002010/GDB  M/J LANGUAGE ARTS 2 THROUGH ESOL

Offered: Grade 7
Length: Year
Prerequisite: Limited English Proficiency

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, literature, communication, and informational literacy. The content should include, but not be limited to, the following: using the reading process to construct meaning and develop fluency from a wide range of literary, informational, and technical texts; identifying and analyzing the elements of prose, poetry, and drama; using the writing process to communicate information and ideas; using listening, viewing, and speaking strategies and technology tools to communicate effectively; understanding the power language and using language in authentic contexts; understanding the common features of a variety of literary forms; responding critically to visual, oral, and written texts; using a systematic research process for collecting, processing and presenting information in an ethical and effective document.

1002020/GDC  M/J LANGUAGE ARTS 3 THROUGH ESOL

Offered: Grade 8
Length: Year
Prerequisite: Limited English Proficiency

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, literature, communication, and informational literacy. The content should include, but not be limited to, the following: using the reading process to construct meaning from a wide range of literary, informational, and technical texts; using the writing process to communicate information and ideas in an effective, precise and aesthetically appropriate text; understanding that literature is comprised of identifiable elements and universal themes; using listening, viewing, and speaking strategies and technology tools to communicate effectively; understanding the power of language and using language in authentic contexts; understanding the common features of a variety of literary forms; responding critically to visual, oral, and written texts; understanding that research should be based on valid and reliable informational sources and synthesized ethically.
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The purpose of this course is to enable students who are native speakers of a language other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activates and content areas. The content should include, but not be limited to, the following: practice using skills and strategies in order to support the process of language acquisition and the learning of concepts; exposure to and practice applying academic language; vocabulary for informal and formal conversation; exposure to and practice in applying academic language, listening and speaking skills; reading and writing skills; major literary forms; practice applying study skills and learning strategies in all subject areas to accomplish meaningful task.
1000010N/GHK  M/J INTENSIVE READING – Double Block

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: FCAT Level 1 or 2

The Intensive Reading course addresses students who score Level 1 or 2 on the FCAT reading assessment and whose diagnostic tests indicate remediation is necessary in fluency, vocabulary, and comprehension and/or decoding. These students will receive daily a minimum 90-minute uninterrupted literacy block. The teacher will prescribe instructional solutions that address the specific deficiencies. The program will frequently monitor the student’s progress to determine if remedial instruction is effective and, if not, change the instructional approaches. Note: Students identified as needing Intensive Reading will also receive school-wide, discipline specific reading instruction and may be moved into the Targeted Reading course based on progress monitoring and outcome measures.

1000010F/GHK  M/J TARGETED INTENSIVE READING - Single Period

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: FCAT Level 1 or 2

The Targeted Reading course addresses students who score Level 1 or 2 on the FCAT reading assessment and whose diagnostic tests indicate remediation is necessary in fluency, vocabulary, and comprehension. These students will receive daily approximately 45 minutes of targeted reading instruction. The predominant instructional approach is teachers working with whole and small groups of students to close the gaps in performance identified through the diagnostic assessments and ongoing progress monitoring. Note: Students identified as needing Targeted Reading will also receive school-wide, discipline-specific reading instruction and may be moved into the Core Reading course based on progress monitoring and outcome measures.

1008010/GHB  M/J CORE READING 1

Offered: Grade 6  
Length: Year  
Prerequisite: None

The Core Reading course is designed for all students scoring at Level 3, 4, or 5 on the FCAT reading assessment. Core Reading is also appropriate for students scoring Level 2 on the FCAT Reading assessment and fluency is Low Risk. This course addresses reading skills and strategies that lead to thinking and reading critically in both literary and informational texts. Writing instruction will focus on reader response to literary and non-fiction selections. Core Reading instruction is approximately 45 minutes per day. The Core Reading course curriculum is designed to support reading in the content area subjects.
The Core Reading course is designed for all students scoring at Level 3, 4, or 5 on the FCAT reading assessment. Core Reading is also appropriate for students scoring Level 2 on the FCAT Reading assessment and fluency is Low Risk. This course addresses reading skills and strategies that lead to thinking and reading critically in both literary and informational texts. Writing instruction will focus on reader response to literary and non-fiction selections. Core Reading instruction is approximately 45 minutes per day. The Core Reading course curriculum is designed to support reading in the content area subjects.

Note: At designated schools with approved charter district waivers, 7th grade students scoring Level 4 or 5 on FCAT Reading may replace Core Reading with a foreign language.

The Core Reading course is designed for all students scoring at Level 3, 4, or 5 on the FCAT reading assessment. Core Reading is also appropriate for students scoring Level 2 on the FCAT Reading assessment and fluency is Low Risk. This course addresses reading skills and strategies that lead to thinking and reading critically in both literary and informational texts. Writing instruction will focus on reader response to literary and non-fiction selections. Core Reading instruction is approximately 45 minutes per day. The Core Reading course curriculum is designed to support reading in the content area subjects.

Note: 8th grade students scoring Level 4 or 5 on FCAT Reading may replace Core Reading with a foreign language.
LIBRARY/MULTI-MEDIA

1100000/HAA M/J LIBRARY SKILLS/INFORMATION LITERACY

Offered: Grade 6, 7, 8
Length: Year
Prerequisite: None

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

Special Note: This course may be repeated utilizing the grade level appropriate benchmarks.
MATHEMATICS

In order to provide the best possible placement in mathematics for each student, all mathematics courses, with the exception of M/J Mathematics 1, require teacher recommendation.

1205010/IAB  M/J MATHEMATICS 1

Offered: Grade 6
Length: Year
Prerequisite: None

The purpose of this course is to continue the development of numeration concepts and introduce mathematical content fundamental to pre-algebra. Topics include real-world problem-solving involving fractions and decimals, percents, statistics, collecting, graphing and analyzing data, probability, ratio/proportion, estimation, geometry, measurement, number theory, and algebraic thinking. Manipulatives, calculators, and computers will serve as instructional tools in concept development.

1205020/IAC  M/J MATHEMATICS 1 ADVANCED

Offered: Grade 6
Length: Year
Prerequisite: Teacher Recommendation from the Elementary School

This course serves as a challenging full-year pre-algebra course with the math enthusiast in mind. It represents a year of acceleration of content. It is comparable to M/J Mathematics 2 Advanced for 7th graders. Students will develop the skills and concepts necessary for success in Algebra 1 Honors. The content will include grade-level benchmarks taught in the M/J Mathematics series, as well as pre-algebra benchmarks with a focus on problem-solving, data interpretation, geometric concepts, and algebraic topics. Manipulatives, models, calculators, and computers will serve as instructional tools in concept development. Students who successfully complete this course will take Algebra 1 Honors in 7th grade and Algebra 2 Honors in 8th grade, both for high school credit, with the expectation of completing four additional years of mathematics in AP and / or IB courses in high school.

1205040/IAE  M/J MATHEMATICS 2

Offered: Grade 7
Length: Year
Prerequisite: None

The purpose of this course is to develop the skills and concepts necessary for success in algebra. The content will include real-world problem-solving, numeration, number theory, real-world measurement, geometric relationships, probability, statistics, data interpretation, algebraic sequences, expressions, equations, and inequalities. Manipulatives, models, calculators, and computers will serve as instructional tools in concept development.

1205050/IAF  M/J MATHEMATICS 2 ADVANCED

Offered: Grade 7
Length: Year
Prerequisite: None

This course serves as a challenging full-year pre-algebra course, which is designed to develop the skills and concepts necessary for success in Algebra 1 or Algebra 1 Honors. The content will include those topics taught in M/J Mathematics 2 and M/J Mathematics 3 with focus on problem-solving, data interpretation, geometric concepts, and algebraic topics. Manipulatives, models, calculators, and computers will serve as instructional tools in concept development.
**1205070/IAH M/J Pre-Algebra**

Offered: Grade 8  
Length: Year  
Prerequisite: None

The purpose of this course is to develop the skills and concepts necessary for success in algebra. The content will include real-world problem-solving, numeration, number theory, real-world measurement techniques, geometric relationships, probability, statistics, data interpretation, and algebraic sequences, expressions, equations, and inequalities. Manipulatives, models, calculators, and computers will serve as instructional tools in concept development.

**1200310/IMB ALGEBRA 1**

Offered: Grade 8  
Length: Year  
Prerequisite: None

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. **Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded credit for the course.** Students who successfully complete high school math courses in middle school will be required to successfully complete three additional mathematics credits above this content in high school.

*See information on Page 40 - High School Credit Earned in Middle School*

**1200320/IMC ALGEBRA 1 HONORS**

Offered: Grade 7, 8  
Length: Year  
Prerequisite: M/J Math 1 Advanced or M/J Math 2 Advanced

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: functions, linear equations, inequalities, polynomials, rational numbers and equations, radicals, quadratics, and discrete mathematics with multiple representations, as well as complex numbers, additional benchmarks related to parabolas, absolute value equations and inequalities, rational expressions and equations. Calculators and computers will serve as instructional tools in concept development. **Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded credit for the course.** Students who are 7th graders and successfully complete this course will take Algebra 2 Honors in 8th grade for high school credit; with the expectation of completing four additional years of mathematics in AP and / or IB courses in high school (three additional mathematics credits above this content in high school are required).

*See information on Page 40 - High School Credit Earned in Middle School*
**1200340/IME ALGEBRA 2 HONORS**

Offered: Grade 8  
Length: Year  
Prerequisite: Algebra 1 Honors

This course is a rigorous in-depth study of the topics of Algebra II 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 who successfully complete high school math courses in middle school will be expected to complete four additional years of mathematics in AP and / or IB courses in high school (three additional mathematics credits above this content in high school are required).

*See information on Page 40 - High School Credit Earned in Middle School*

**1204000/IAJ M/J INTENSIVE MATHEMATICS**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Academic Improvement Plan

The purpose of this course is to provide remedial instruction and practice in mathematics skills, problem-solving, and concepts. The M/J Intensive Mathematics course will include content identified to meet the individual student’s needs as specified by the grade-level mathematics teachers. The course will address test-taking skills and strategies for mathematics. Activities will be student-centered with emphasis on concrete experiences and active/inquiry learning. A student may take repeated offerings of this course, as needed. **THIS COURSE IS DESIGNED TO BE TAKEN IN ADDITION TO THE REGULARLY SCHEDULED GRADE 6, 7, OR 8 MATHEMATICS CLASS.**
### MUSIC

**1301000/JBA M/J GENERAL MUSIC 1**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None

The purpose of this course is to enable students to develop music skills and an awareness of the elements, concepts, language, and applications of music. The content will include singing, moving, listening, playing instruments and creating music. Students will also compose and arrange music, critique performances, discover the role and influence of music and musicians, as well as make a connection between music and other subject areas. **Special Note:** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

**1301090/JEA M/J MUSIC APPRECIATION 1**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None

The purpose of this course is to provide students with the skills necessary to analyze, interpret, and make value judgments on a variety of musical styles. This course will improve students' aesthetic awareness through the development of music listening skills.

**1300000/JBD M/J MUSIC THEORY 1**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with the skills necessary to analyze and compose music. Students will learn the basics of musical notation as well as scale and chord construction.

**1301030/JCA M/J KEYBOARD 1**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to introduce students to beginning keyboard performance skill and notation. The content shall include the introduction of keyboard performance techniques and interpretation of notation.

**1301040/JCB M/J KEYBOARD 2**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to apply basic music concepts in keyboard performance. The content shall include application of music fundamentals, performance techniques and interpretation of musical notation.
1301050/JCC  M/J KEYBOARD III

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students in-depth knowledge and skill in terms of piano technique and repertoire. The content shall include the development of music fundamentals, performance techniques, and interpretation of various piano solo literature.

1301060/JDA  M/J GUITAR 1

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

No previous musical training is required. This course is an introduction to performing experiences on the guitar and interpretation of simple notation. Students will learn how to play simple chords and melodies using expressive characteristics such as dynamics and tempo.

1302000/JFA  M/J BAND 1

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide beginning level instrumental instruction on standard woodwind, brasswind, and/or percussion instruments in a class setting. Content shall include the study of characteristic tone production, music literacy and individual and ensemble techniques. After school rehearsals and performances are a part of this course.

1302010/JFB  M/J BAND 2

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide intermediate instrumental instruction on standard woodwind, brasswind, and/or percussion instruments in a class setting. The content shall enable students to extend the study of tone production, music literacy and individual and ensemble techniques on instrument of choice. After-school rehearsals and performances are a part of this course.

1302020/JFC  M/J BAND 3

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide instrumental instruction on standard woodwind, brasswind and-or percussion instruments through performance and refinement of a variety of basic band literature. Content of this course shall include the study of characteristic tone production, style, technical proficiency as related to ensemble performance. After-school rehearsals and performances are a part of this course.
**1302030/JFD  M/J BAND 4**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to refine students' basic musicianship through performance of varied band literature in an ensemble setting. Content of this course shall include the extended study of characteristic tone production, style, form, and technical proficiency as related to ensemble performance. After-school rehearsals and performances are a part of this course.

**1302040/JGA  M/J ORCHESTRA 1**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of technical skills on orchestral stringed instruments. The content shall include the development of fundamental skills in reading music notation, music theory, fundamental performance techniques and music appreciation. After-school rehearsals and performances are a part of this course.

**1302050/JGB  M/J ORCHESTRA 2**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the development and performance of technical skill on orchestral stringed instruments. The content shall include the development of basic individual and ensemble performance skills in instrumental techniques, reading musical notation, music theory, and appreciation. After-school rehearsals and performances are a part of this course.

**1302060/JGC  M/J ORCHESTRA 3**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of technical skills through the study of appropriate orchestral literature. The content shall include the performance of individual and ensemble performing techniques through the study of varied orchestral literature. After-school rehearsals and performances are a part of this course.

**1302070/JGD  M/J ORCHESTRA 4**

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with instruction in the development of musicianship and performance techniques through the study of appropriate orchestral literature. The content shall include the refinement of individual and ensemble orchestral performance techniques through the study of appropriate orchestral literature. After-school performances and rehearsal are a part of this course.
1302110/JIA  M/J INSTRUMENTAL ENSEMBLE 1
Offered: Grade 6, 7, 8
Length: Year
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with exploratory experience in special instrumental ensembles such as strings, jazz ensembles, and woodwind choir, through the study of appropriate literature. Content shall include the study of stylistic considerations, ensemble techniques and creative elements appropriate to ensemble. After-school rehearsals and performances are a part of this course.

1302120/JIB  M/J INSTRUMENTAL ENSEMBLE 2
Offered: Grade 6, 7, 8
Length: Year
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with the opportunity to perform in instrumental ensembles as described in Ensemble I.

1302130/JIC  M/J INSTRUMENTAL ENSEMBLE 3
Offered: Grade 6, 7, 8
Length: Year
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with the opportunity to refine performance in an instrumental ensemble as described in Instrumental Ensemble I. Musical independence will be emphasized.

1303000/JJA  M/J CHORUS 1
Offered: Grade 6, 7, 8
Length: Year
Prerequisite: None

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

1303010/JJB  M/J CHORUS 2
Offered: Grade 6, 7, 8
Length: Year
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with experience in basic vocal production techniques and group singing. Content shall include enabling students to demonstrate basic skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation. After-school rehearsals and performances are a part of this course.
1303020/JJC  M/J CHORUS 3

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with experience in fundamental vocal production techniques and part singing. Content shall include enabling students to display fundamental skills as described in Chorus II. After-school rehearsals and performances are a part of this course.

1303030/JJD  M/J CHORUS 4

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to provide students with experiences and applications of vocal production techniques and part singing. Content shall include enabling students to individually refine skills as described in Chorus II. After-school rehearsals and performances are a part of this course.

1303100/JKD  M/J VOCAL ENSEMBLE 1

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: Teacher Recommendation

The purpose of this course is to enable students to develop fundamental performance techniques in a small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy vocal production, vocal independence, expressiveness, and stylistic authenticity. This course generally requires students to participate in extra rehearsals and performances beyond the school day.
PEER COUNSELING

1400000/KAA  M/J PEER COUNSELING I

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None

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

1400010/KAB  M/J PEER COUNSELING II

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: M/J Peer Counseling II

The purpose of this course is to enable students to develop knowledge of self and others. Emphasis will be on acquisition of intermediate-level skills for effective communication and peer facilitation. The content will include functions of a peer facilitator, behavior as a response and its impact on self and others, basic human needs, group cohesion, leadership skills, intra- and interpersonal skills, facilitative communication skills, peer and family relationships, dealing with conflict, and school and community resources.
PHYSICAL EDUCATION

1501100/KCG M/J COMPREHENSIVE PHYSICAL EDUCATION 1

Offered: Grade 6, 7, 8
Length: Year
Prerequisite: None

The purpose of this course is to develop competence in physical fitness, body management skills, throwing and catching skills, striking skills, and game and sport strategies, and to examine comprehensive health issues that are important to adolescent development. The content includes, but is not limited to, health and skill-related components of physical fitness, wellness topics, knowledge of and refinement of physical skills, development and application of critical thinking skills, and the development and application of cooperative and competitive group skills, growth and development, safety, mental and emotional health, nutritional health, violence prevention, prevention and control of diseases, alcohol, tobacco, and other drug use and abuse, and community and environmental health. Students will participate in a variety of physical activities, with emphasis on physical fitness, health, and body management skills.

1501110/KCH M/J COMPREHENSIVE PHYSICAL EDUCATION 2

Offered: Grade 6, 7, 8
Length: Year
Prerequisite: Comprehensive Physical Education 1

The purpose of this course is to further develop competence in physical fitness, body management skills, throwing and catching skills, striking skills, and game and sport strategies, and to examine comprehensive health issues that are important to adolescent development. The content includes, but is not limited to, health and skill-related components of fitness, safety practices, monitoring and assessment of health related components of physical fitness, wellness topics, knowledge of and refinement of physical skills, development and application of critical thinking skills, and the development and application of cooperative and competitive group skills, growth and development, safety, mental and emotional health, nutritional health, violence prevention, prevention and control of diseases, alcohol, tobacco, and other drug use and abuse, and community and environmental health. Students will participate in a variety of physical activities, with emphasis on throwing and catching and striking with the body skills, and health.

1501120/KCI M/J COMPREHENSIVE PHYSICAL EDUCATION 3

Offered: Grade 6, 7, 8
Length: Year
Prerequisite: Comprehensive Physical Education 2

The purpose of this course is to further develop competence in physical fitness, body management skills, throwing and catching skills, striking skills, and game and sport strategies, and to examine comprehensive health issues that are important to adolescent development. The content includes, but is not limited to, health and skill-related components of fitness, safety practices, monitoring and assessment of health related components of physical fitness, wellness topics, knowledge of and refinement of physical skills, development and application of critical thinking skills, and the development and application of cooperative and competitive group skills, growth and development, safety, mental and emotional health, nutritional health, violence prevention, prevention and control of diseases, alcohol, tobacco, and other drug use and abuse, and community and environmental health. Students will participate in a variety of physical activities, with emphasis on striking with object skills, health, and strategy development.
**1508100/KCJ  M/J EDUCATIONAL GYMNASTICS/DANCE**

Offered: Grade 6  
Length: Year  
Prerequisite: None

This course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with knowledge, skills, and values necessary to design and perform educational gymnastics and dance sequences in a variety of settings. “Educational” gymnastics is intended to have an emphasis on body awareness, body management, maximum participation, high success rates, and open-ended responses from students. Integrating fitness throughout the content is critical to the success of the course.

**1508200/KCK  M/J TEAM SPORTS**

Offered: Grade 7  
Length: Year  
Prerequisite: None

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

**1508300/KCL  M/J OUTDOOR PURSUITS/AQUATICS**

Offered: Grade 7  
Length: Year  
Prerequisite: None

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation, necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a physically active lifestyle.

**1508400/KCM  M/J EXTREME/ALTERNATIVE SPORTS**

Offered: Grade 8  
Length: Year  
Prerequisite: None

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

The physical education requirement may be waived for a student who meets one of the following criteria:

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

See page 59 for notification to parents or guardians of what waiver options are available.
**RESEARCH**

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

Offered: Grade 6, 7, 8  
Length: Semester  
Prerequisite: None

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

1700120/LOP  M/J AVID 7TH

Offered: Grade 7  
Length: Year  
Prerequisite: Application and Interview

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and non-academic endeavors. The content should include, but not be limited to the following: learning strategies, strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, time management and organizational skills, critical thinking operations, processes, and enabling skills, problem-solving skills and strategies, test-taking skills and strategies, and strategies for linking new information with prior knowledge. AVID is a nationally recognized program designed to provide academic instruction and other support for students taking college-preparatory or advanced courses.

1700130/LOQ  M/J AVID 8TH

Offered: Grade 8  
Length: Year  
Prerequisite: Application and Interview

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and non-academic endeavors. The content should include, but not be limited to the following: learning strategies, strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, time management and organizational skills, critical thinking operations, processes, and enabling skills, problem-solving skills and strategies, test-taking skills and strategies, and strategies for linking new information with prior knowledge. AVID is a nationally recognized program designed to provide academic instruction and other support for students taking college-preparatory or advanced courses.
SCIENCE

2002040/MCJ  M/J COMPREHENSIVE SCIENCE 1

Offered: Grade 6
Length: Year
Prerequisite: None

The purpose of this course is to provide students with an opportunity to study concepts of life, earth/space, and physical sciences, and their applications to everyday life. The content will give exposure to a variety of science disciplines through participation in exploratory experiences and activities. Topics will include the nature of science, the nature of matter, energy, force and motion, processes that shape the earth, earth and space, processes of life, and how living things interact with their environment. Labs are an integral part of this course.

2002050/MCF  M/J COMPREHENSIVE SCIENCE 1, ADVANCED

Offered: Grade 6
Length: Year
Prerequisite: Teacher Recommendation

This course provides an in-depth study of earth, life and physics concepts. Topics include, but are not limited to, the following: the nature of science, the properties of matter, energy, force and motion, processes that shape the earth, organization of the Solar System, structure and function of living things, genetic diversity, interactions of living things with their environment, conservation, and the impact of technology on our society. Students taking this advanced course should have a good background in mathematics and reading. Advanced labs are integral to this course.

2002070/MCM  M/J COMPREHENSIVE SCIENCE 2

Offered: Grade 7
Length: Year
Prerequisite: None

This course is a continuation of the earth, life and physical science concepts studied in Comprehensive Science 1. Students will investigate in greater depth the nature of science, basic chemistry concepts, energy, natural and applied forces, physical features of the earth, basic life processes of organisms, and how living things interact with their environment. Labs are an integral part of this course.

2002080/MCN  M/J COMPREHENSIVE SCIENCE 2, ADVANCED

Offered: Grade 7
Length: Year
Prerequisite: Teacher Recommendation

This course is a continuation of the concepts learned in Comprehensive Science 1, Advanced. These concepts include earth science, life science, and physics. Students will carry out higher order lab activities using processes such as measurement, observation, predicting, reasoning and problem-solving. A good background in mathematics and reading is recommended. Advanced labs are integral to this course.
2002100/MCP  M/J COMPREHENSIVE SCIENCE 3

Offered: Grade 8
Length: Year
Prerequisite: None

This course is the third year of the Comprehensive Science program. Students will complete their study of earth, life and physical science. Topics will include, but not be limited to, the basic structure and organization of matter, eclipses, geologic cycles, force and motion, interrelationships of human body systems, principles of genetics, and the impact of technology on society. Labs are an integral part of this course.

2002110/MCR  M/J COMPREHENSIVE SCIENCE 3, ADVANCED

Offered: Grade 8
Length: Year
Prerequisite: Teacher Recommendation

Comprehensive Science 3, Advanced is the third year of the Comprehensive Science Advanced program. This course continues to address earth, life and physics concepts. Students should have an aptitude for mathematics and be able to understand patterns and relationships, use problem-solving and reasoning skills, make predictions, and draw conclusions. Advanced labs are integral to this course.
2109010/NEB M/J WORLD HISTORY

Offered: Grade 6
Length: Year
Prerequisite: None

The primary content for this course spans the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be introduced to the multiple dynamics of world history including economics, geography, government, and religion & philosophy. Students will learn methods of historical inquiry including the study of primary and secondary historical documents.

2109020/NEC M/J WORLD HISTORY, ADVANCED

Offered: Grade 6
Length: Year
Prerequisite: Teacher Recommendation/Student Profile

The primary content for this course spans the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be introduced to the multiple dynamics of world history including economics, geography, government, and religion & philosophy. Students will learn methods of historical inquiry including the study of primary and secondary historical documents. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in 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, and other teacher-directed projects).

2106010/NSG M/J CIVICS

Offered: Grade 7
Length: Year
Prerequisite: None

The purpose of the Civics course is to enable students to develop the knowledge and skills necessary to become informed and active participants in our democratic-republic. Students will learn about local, state, and federal government, civic organizations, and citizens’ rights and responsibilities including foundational economics and financial literacy.
2106020/NSI M/J CIVICS, ADVANCED

Offered: Grade 7
Length: Year
Prerequisite: Teacher Recommendation/Student Profile

The purpose of the Advanced Civics course is to enable students to develop the knowledge and skills necessary to become informed and active participants in our democratic-republic. Students will learn about local, state, and federal government, civic organizations, and citizens’ rights and responsibilities including foundational economics and financial literacy. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in 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, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

2100015/NAD M/J UNITED STATES HISTORY & CAREER PLANNING

Offered: Grade 8
Length: Year
Prerequisite: None

This course provides an understanding of the development of the American nation by examining the political, economic, religious and philosophical, social, and intellectual events that have affected our nation. Content will include, but will not be limited to, exploration and colonial development, the American Revolution, the formation of the Constitution and the federal system, westward expansion, the Civil War and Reconstruction, technological and urban transformation, the evolution of American ideas and practices, foreign policy development, the development of the free-market economy, and contemporary domestic and foreign issues. Career and education planning components required by Section 1003.4156, Florida Statutes, have been integrated into this course.

2100025/NAE M/J UNITED STATES HISTORY, ADVANCED & CAREER PLANNING

Offered: Grade 8
Length: Year
Prerequisite: Teacher Recommendation/Student Profile

This course provides an understanding of the development of the American nation by examining the political, economic, religious and philosophical, social, and intellectual events that have affected our nation. Content will include, but will not be limited to, exploration and colonial development, the American Revolution, the formation of the Constitution and the federal system, westward expansion, the Civil War and Reconstruction, technological and urban transformation, the evolution of American ideas and practices, foreign policy development, the development of the free-market economy, and contemporary domestic and foreign issues. This course is designed to prepare students for advanced coursework in high school and will involve high-level document analysis and writing. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in 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, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). Career and education planning components required by Section 1003.4156, Florida Statutes, have been integrated into this course.
Study Hall for Office Aides -- A grade will be reflected on the report card as Study Hall for this activity; however, there is no curriculum associated with time spent as an office aide. Parent permission must be obtained.

**Special Note:** Only students in grade 8 with a 3.0 GPA or higher may be office aides. No more than 5% of total grade 8 enrollment may be enrolled in this course. The following subjects may not be impacted by a student’s enrollment in this course: language arts, reading, mathematics, science, social studies, and physical education. **Any exceptions to this procedure must be approved by the deputy superintendent for instructional services and the designated area superintendent.**
HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

Credit for high school math and foreign language courses successfully completed in middle school with a grade of “D” or higher will be awarded upon successful completion of the course. Any middle school student currently enrolled in high school Spanish 1, Spanish II, Spanish for Spanish Speakers I, Spanish for Spanish Speakers II, French I, Algebra I, Algebra I Honors, or Algebra II Honors will receive high school credit upon completion of the course. The final grade that the student earns will be calculated into his/her future high school GPA. A high school course taken while in middle school can be repeated for forgiveness only if the final grade earned is a “C”, “D”, or “F”. All attempts will, however, remain on the transcript and will be calculated into the rank in class GPA. Students who earn a final grade of “A” or “B” will not have the option of retaking the course.

Students enrolled in Spanish 1 will now have the option of continuing to take the Spanish 1 course for high school credit OR taking the middle school Spanish, Advanced course (070820/DIC) for no high school credit. This is an option for middle school students to begin taking foreign language courses without having the grade count towards their high school GPA.
EXCEPTIONAL STUDENT EDUCATION
EXCEPTIONAL STUDENT EDUCATION

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MIDDLE SCHOOL COURSES

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**VE MODIFIED & MULTI-VE**

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.

### 7810011/QAY ACCESS M/J LANGUAGE ARTS 1

- **Offered:** Grade 6  
- **Length:** Year  
- **Prerequisite:** None

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

### 7810012/QBD ACCESS M/J LANGUAGE ARTS 2

- **Offered:** Grade 7  
- **Length:** Year  
- **Prerequisite:** None

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

### 7810013/QBE ACCESS M/J LANGUAGE ARTS 3

- **Offered:** Grade 8  
- **Length:** Year  
- **Prerequisite:** None

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

### 7812015/QAT ACCESS M/J MATHEMATICS 1

- **Offered:** Grade 6  
- **Length:** Year  
- **Prerequisite:** None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the sixth grade level. The concepts of joining and separating quantities, part-to-whole (fractions), measurement, rate, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to the concepts of: Whole numbers, Combining and separating quantities, Mathematical properties, Fractions, Equality/inequality, Attributes of plane and solid figures, Data collection and analysis, Estimation, Rate, Ratio, Measurement and Solving routine and non-routine quantitative problems.
### ACCESS M/J MATHEMATICS 2

**Offered:** Grade 7  
**Length:** Year  
**Prerequisite:** None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the seventh grade level. The concepts of joining and separating quantities, fractions, proportion, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of: Whole numbers, Combining and separating quantities, Proportion/congruency, Fractions/per cent/decimals, Equality/inequality, Attributes of plane and solid figures, Data collection and analysis, Probability, Ratio, Transformation, and Solving routine and non-routine quantitative problems.

### ACCESS M/J MATHEMATICS 3

**Offered:** Grade 8  
**Length:** Year  
**Prerequisite:** None

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the eighth grade level. The concepts of joining and separating quantities, fractions, proportion, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of: Whole numbers, Combining and separating quantities, Proportion/congruency, Fractions/per cent/decimals, Variables, Attributes of plane and solid figures, Angles, Data collection and analysis, Probability, Estimation, Ratio, Solving routine and non-routine quantitative problems.

### ACCESS M/J COMP. SCIENCE 1

**Offered:** Grade 6  
**Length:** Year  
**Prerequisite:** None

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

### ACCESS M/J COMP. SCIENCE 2

**Offered:** Grade 7  
**Length:** Year  
**Prerequisite:** None

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of: Earth structures, Earth systems, patterns and processes, Plant and animal systems, adaptation, and diversity, System interdependence, Scientific method, Energy forms and processes. Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how biospheric cycles operate in predictable patterns; life systems are symbiotic; how to make, execute, and evaluate a replicable plan; and how energy impacts matter in predictable ways.
ACCESS M/J COMP. SCIENCE 3

Offered: Grade 8
Length: Year
Prerequisite: None

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

ACCESS M/J CIVICS

Offered: Grade 6
Length: Year
Prerequisite: None

The sixth grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The content is intended to develop or expand the student’s understanding of the: Origins and purposes of government, law, and the American political system, Roles, rights, and responsibilities of United States citizens, Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth’s ecosystems and the populations that dwell within them, Application of geography to interpret the past and present and plan for the future.

ACCESS M/J UNITED STATES HISTORY

Offered: Grade 7
Length: Year
Prerequisite: None

The seventh grade social studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. The content is intended to develop or expand the student’s understanding of the: Causes, course, and consequences of settlement in the American colonies, Causes, course, and consequences of the American Revolution and the founding principles of our nation, Causes, course, and consequences of westward expansion, Causes, course, and consequence of the Civil War and Reconstruction, Principles, functions, and organization of government, Roles, rights, and responsibilities of United States citizens, Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth’s ecosystems and the populations that dwell within them, Characteristics, distribution, and migration of human populations, Human actions that can impact the environment, Application of geography to interpret the past and present and plan for the future.

ACCESS M/J CIVICS AND CAREER PLANNING

Offered: Grade 8
Length: Year
Prerequisite: None

The eight grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The content is intended to develop or expand the student’s understanding of the: Origins and purposes of government, law and the American political system, Roles, rights, and responsibilities of United States citizens. Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth’s ecosystems and the populations that dwell within them, Application of geography to interpret the past and present and plan for the future. Career and education planning components required by Section 1003.4156, Florida Statutes, have been integrated into this course.
EXPLOREATORY VOCATIONAL: 6-8

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None

The purpose of this course is to enable students with disabilities to prepare for specific vocational training and safety procedures through the use of actual or simulated work tasks and the promotion of good work habits. The content should include, but not be limited to, personal responsibilities, social competencies, personal and career planning, career exploration, employability skills, and generic work skills. This entire course may not be mastered in one year.

Supported and Participatory Level

SOCIAL PERSONAL SKILLS AND CAREER PLANNING: 6-8

Offered: Grade 8  
Length: Year  
Prerequisite: None

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to, the following: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal and intrapersonal problem solving, and appropriate use of leisure time. This entire course may not be mastered in one year. Career and education planning components required by Section 1003.4156, Florida Statutes, have been integrated into this course.

ALL PROGRAMS

SPECIAL SKILLS COURSES

SOCIAL PERSONAL SKILLS: 6-8

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None

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

UNIQUE SKILLS: 6-8

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None

The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning. The content should include, but not be limited to, the following: living skills; social skills; learning skills; communication skills. Special Note: This course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.
SPEECH AND AUDITORY TRAINING: 6-8

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None  

The purpose of this course is to provide speech and auditory training in order to achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student’s Individual Educational Plan (IEP). Special Note: The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.

ORIENTATION AND MOBILITY: 6-8

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None  

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 that 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.

UNIQUE SKILLS VISION: 6-8

Offered: Grade 6, 7, 8  
Length: Year  
Prerequisite: None  

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: maximize use of sensory input, access 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.

LEARNING STRATEGIES: 6-8

Offered: Grade 6, 7, 8  
Length: Varies  
Prerequisite: None  

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

### 7866030/QEC  SPEECH THERAPY: 6-8

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<td>Length:</td>
<td>Varies</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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</table>

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

### 7866040/QED  LANGUAGE THERAPY: 6-8

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<td>Length:</td>
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<td>Prerequisite:</td>
<td>None</td>
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</table>

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

### 7866050/QEE  OCCUPATIONAL THERAPY: 6-8

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<tr>
<td>Length:</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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</table>

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.

### 7866070/QEG  PHYSICAL THERAPY: 6-8

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<td>Prerequisite:</td>
<td>None</td>
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</tbody>
</table>

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.
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AGRICULTURE EDUCATION

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**8100120/YSS**  
**INTRODUCTION TO AGRISCIENCE**  
Offered: Grade 6  
Length: Semester  
Prerequisite: None  

The purpose of this course is to introduce students to the broad area of Agriscience and to stimulate personal aptitudes, abilities, and interests in agriculture prior to orientation and exploration of careers. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

**8100310/YBA**  
**ORIENTATION TO AGRISCIENCE**  
Offered: Grade 7  
Length: Semester  
Prerequisite: None  

The purpose of this course is to acquaint students with basic Agriscience concepts and develop a general understanding of the broad field of agriculture and natural and environmental sciences. The content includes, but is not limited to, a focus on understanding the agricultural food system, environmental resources, strategies used to produce and market agricultural products, and an exploration of research through the use of the scientific method. Reinforcement of academic skills occurs through the classroom instruction and applied laboratory procedures.

**8100210/YSB**  
**EXPLORATION OF AGRISCIENCE**  
Offered: Grade 8  
Length: Semester  
Prerequisite: None  

The purpose of this course is to give students an opportunity to apply knowledge and skills associated with a broad range of career opportunities relating to Agriscience, natural resources, and environmental sciences. The content includes, but is not limited to, instruction that explores the tasks, training, education and physical requirements of a broad range of Agriscience and natural resources careers. Reinforcement of academic skills occurs through the classroom instruction and applied laboratory procedures.
### BUSINESS COMPUTER TECHNOLOGY EDUCATION

#### COURSES

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#### 8200520/YSK  COMPUTER APPLICATIONS IN BUSINESS 1  Exploratory
- **Offered:** Grade 6
- **Length:** Semester
- **Prerequisite:** None

This course will continue the hands-on training in computer technology. Students will use computer skills to develop integrated projects in world processing, PowerPoint, Publisher, database management, and spreadsheets.

#### 8200210/YSD  COMPUTER APPLICATIONS IN BUSINESS 2  Exploratory
- **Offered:** Grade 7
- **Length:** Semester
- **Prerequisite:** None

In this course students will gain expertise in using computer skills. Students will develop integrated projects in database management, spreadsheets, word processing, PowerPoint, and Publisher. Students will sharpen the skills used in careers in the computer.

#### 8200211/YSM  COMPUTER APPLICATIONS IN BUSINESS 3  Exploratory
- **Offered:** Grade 8
- **Length:** Semester
- **Prerequisite:** None

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

#### 8200212/YSN  COMPUTER APPLICATIONS IN BUSINESS 4  Exploratory
- **Offered:** Grade 8
- **Length:** Semester
- **Prerequisite:** None

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

#### 8200110/YSC  BUSINESS KEYBOARDING  Exploratory
- **Offered:** Grade 6, 7, 8
- **Length:** Semester
- **Prerequisite:** None

This course is designed to provide instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory internet, and soft skills for business applications.
## COURSES

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### 8500230/YSJ PERSONAL DEVELOPMENT
- **Offered:** Grade 6, 7, 8
- **Length:** Semester
- **Prerequisite:** None

The purpose of this course is to prepare students with personal skills fundamental to success in life and in all occupations with special emphasis on nutrition, self-esteem, human growth and development, interpersonal relationships, personal and family environment, grooming and dress, and management of personal resources.

### 8500140/YSI CAREER DISCOVERY
- **Offered:** Grade 6, 7, 8
- **Length:** Semester
- **Prerequisite:** None

The purpose of this course is to provide students’ preliminary experiences with skills related to a variety of careers. Course content will consist of instruction in making career choices, and basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

### 8409100/HTA CAREERS IN EDUCATION
- **Offered:** Grade 6, 7, 8
- **Length:** Semester
- **Prerequisite:** None

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the field of education. This content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the field of education; the importance of health and safety in the learning environment; children’s nutritional needs; developmental stages of children and appropriate learning activities; observation of children; and the use of technology in education-related careers.
8809200/YTA  CULINARY CAREERS

Exploratory

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

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

8209100/YSZ  CAREERS IN FASHION AND INTERIOR DESIGN

Exploratory

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in interior design and fashion design. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of design careers; working with textiles and elements of design; basic sewing skills; clothing choices; technology in the design industry; and completion of projects related to fashion and interior design.
HEALTH SCIENCE EDUCATION

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>8400310/YSA</td>
<td>Explorations of Health Occupations</td>
<td></td>
</tr>
<tr>
<td>8400110/YSE</td>
<td>Orientation to Health Occupations</td>
<td></td>
</tr>
</tbody>
</table>

8400310/YSA  EXPLORATIONS OF HEALTH OCCUPATIONS  Exploratory

Offered: Grade 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to give initial exposure to the skills and attitudes associated with this occupational area, including job requirements and tasks performed, such as operating the microscope, making orthopedic casts, taking blood pressure, and using the computer to assist with health care related tasks.

8400110/YSE  ORIENTATION TO HEALTH OCCUPATIONS  Exploratory

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to acquaint students with career opportunities and job requirements in health and public service. Students will get hands-on experiences such as making dental molds, fingerprinting, designing eyeglasses, and visualizing x-rays as well as demonstrating computer literacy.
COURSES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>8600010/YSQ</td>
<td>Introduction to Technology</td>
</tr>
<tr>
<td>8600020/YSR</td>
<td>Exploring Technology</td>
</tr>
<tr>
<td>8600030/XTH</td>
<td>Exploration of Communications Technology</td>
</tr>
<tr>
<td>8600040/XTI</td>
<td>Exploration of Production Technology</td>
</tr>
</tbody>
</table>

8600010/YSQ  INTRODUCTION TO TECHNOLOGY                Exploratory

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to give students an introduction to the areas of technology and to introduce students to the design and problem solving processes using manipulative skills while working cooperatively with others in team activities.

8600020/YSR EXPLORING TECHNOLOGY                Exploratory

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to give students an opportunity to explore the areas of technology and associated careers available in technical fields. Students will be given the opportunity to solve technological problems while gaining an understanding of the effects of technology on our everyday lives.

8600030/XTH  EXPLORATION OF COMMUNICATIONS TECHNOLOGY          Exploratory

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to give students an opportunity to explore the area of communications technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of communications technology on our everyday lives.

8600040/XTI  EXPLORATION OF PRODUCTION TECHNOLOGY         Exploratory

Offered: Grade 6, 7, 8
Length: Semester
Prerequisite: None

The purpose of this course is to give students an opportunity to explore the area of production technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of production technology on our everyday lives.
### COURSES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Offered</th>
<th>Length</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>8000300/XWR</td>
<td>M/J Exploratory Career Wheel 1 - Agriscience</td>
<td>Grade 6, 7, 8</td>
<td>Semester</td>
<td>None</td>
</tr>
<tr>
<td>8000210/XWT</td>
<td>M/J Exploratory Career Wheel 2 - Business</td>
<td>Grade 6, 7, 8</td>
<td>Semester</td>
<td>None</td>
</tr>
<tr>
<td>8000220/XWU</td>
<td>M/J Exploratory Career Wheel 3 - Family &amp; Consumer Sciences</td>
<td>Grade 6, 7, 8</td>
<td>Semester</td>
<td>None</td>
</tr>
<tr>
<td>8000230/XWV</td>
<td>M/J Exploratory Career Wheel 4 - Technology</td>
<td>Grade 6, 7, 8</td>
<td>Semester</td>
<td>None</td>
</tr>
<tr>
<td>8000240/XWW</td>
<td>M/J Exploratory Career Wheel 5 - Health</td>
<td>Grade 6, 7, 8</td>
<td>Semester</td>
<td>None</td>
</tr>
<tr>
<td>8000250/XWX</td>
<td>M/J Exploratory Career Wheel 6 - Vocational</td>
<td>Grade 6, 7, 8</td>
<td>Semester</td>
<td>None</td>
</tr>
</tbody>
</table>

**8000300/XWR**  
**M/J EXPLORATORY CAREER WHEEL 1**  
Offered: Grade 6, 7, 8  
Length: Semester  
Prerequisite: None  

This is the Agriculture Education Career Wheel for middle school. Course content is subject to Florida Student Performance Standards.

**8000210/XWT**  
**M/J EXPLORATORY CAREER WHEEL 2**  
Offered: Grade 6, 7, 8  
Length: Semester  
Prerequisite: None  

This is the Business Computer Technology Education Career Wheel for middle school. Course content is subject to Florida Student Performance Standards.

**8000220/XWU**  
**M/J EXPLORATORY CAREER WHEEL 3**  
Offered: Grade 6, 7, 8  
Length: Semester  
Prerequisite: None  

This is the Family and Consumer Sciences Education Career Wheel for middle school. Course content is subject to Florida Student Performance Standards.

**8000230/XWV**  
**M/J EXPLORATORY CAREER WHEEL 4**  
Offered: Grade 6, 7, 8  
Length: Semester  
Prerequisite: None  

This is the Technology Education Career Wheel for middle school. Course content is subject to Florida Student Performance Standards.
This is the **Health Education** Career Wheel for middle school. Course content is subject to Florida Student Performance Standards.

This is the **Vocational** Career Wheel for middle school. Course content is subject to Florida Student Performance Standards.
APPENDIX

Physical Education Waiver Letter.................................................................59
Graduation Requirements for a Standard Diploma.................................60
DOE Resources............................................................................................72
Declaration of Graduation Option Form ..................................................73
Request for Course Activation Form .........................................................74
Instructional Materials Needed to Add New Courses Form ..................75
Dear Parent or Guardian,

The 2008 Legislature passed Senate Bill 610 which was signed into law by Governor Crist on June 2, 2008. It included changes in statute as it relates to physical education requirements for Florida students.

Senate Bill 610 requires the equivalent of one class period per day of physical education for one semester of each year for students in grades 6 through 8 beginning in the 2009-2010 school year. The Volusia County School District offers one credit of physical education yearly in grades 6 through 8. The physical education requirement may be waived for a student who meets one of the following criteria:

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

This statute requires each district school board to notify parents of the options available prior to scheduling a student in physical education. Unless your child meets one of the waiver criteria listed above, he/she will be enrolled in physical education for one semester of each year while in grades 6 through 8. Also, one-on-one counseling will be made available to students through the guidance counselor at your school.

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

Sincerely,

Cookie Grafton, Program Specialist
Physical Education
Volusia County School District
# STANDARD DIPLOMA GRADUATION REQUIREMENTS


<table>
<thead>
<tr>
<th>Subject Area</th>
<th>24-Credit/4-year Traditional Program (Grad Flag 36)</th>
<th>Superintendent’s Diploma of Distinction</th>
<th>IB Curriculum (Graduation Flag 35)</th>
<th>18-Credit/3-year College Preparatory Program*** (Grad Flag 31)</th>
<th>18-Credit/3-year Career Preparatory Program*** (Grad Flag 31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits, with major concentration in composition and literature</td>
<td>4 credits, with major concentration in composition and literature</td>
<td>4 credits</td>
<td>4 credits, with major concentration in composition and literature</td>
<td>4 credits, with major concentration in composition and literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course</td>
<td>4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course</td>
<td>3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course</td>
<td>3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course</td>
<td>3 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits in natural science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics</td>
<td>3 credits in natural science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics</td>
<td>3 credits</td>
<td>3 credits in natural science</td>
<td>3 credits in natural science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1 credit world history</td>
<td>1 credit world history</td>
<td>4 credits to include Theory of Knowledge</td>
<td>1 credit world history</td>
<td>1 credit world history</td>
</tr>
<tr>
<td></td>
<td>1 credit American history</td>
<td>1 credit American history</td>
<td></td>
<td>1 credit American history</td>
<td>1 credit American history</td>
</tr>
<tr>
<td></td>
<td>.5 credit Economics</td>
<td>.5 credit Economics</td>
<td></td>
<td>.5 credit American Government</td>
<td>.5 credit American Government</td>
</tr>
<tr>
<td></td>
<td>.5 credit American Government</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Not required for high school graduation, but required for admission into state universities</td>
<td>Not required for high school graduation, but required for admission into state universities</td>
<td>3 credits</td>
<td>2 credits in the same language or demonstrated proficiency in a second language</td>
<td>Not required</td>
</tr>
<tr>
<td>Fine or Performing Arts or designated career and technical courses</td>
<td>1 credit</td>
<td>1 credit</td>
<td>Not required</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit in physical education to include the integration of health</td>
<td>1 credit in physical education to include the integration of health</td>
<td>Not required</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td>Electives</td>
<td>8 credits, of which:</td>
<td>8 credits, of which:</td>
<td>8 credits in electives or additional school program requirements</td>
<td>3 credits (must meet state university admission requirements)</td>
<td>3 credits in single career/technical education program and 2 credits in electives OR 3 credits in single career/technical certificate dual enrollment and 2 credits in electives OR 5 credits in career/technical</td>
</tr>
<tr>
<td>Subject Area</td>
<td>24-Credit/4-year Traditional Program (Grad Flag 36)</td>
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<td>--------------------------------------------------</td>
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<td>-----------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Other</td>
<td>courses, intensive reading or mathematics intervention courses, or credit recovery courses</td>
<td>courses, intensive reading or mathematics intervention courses, or credit recovery courses</td>
<td>1 credit in additional content area requirement. Complete 150 hours of Community Action Service. Submit and acceptable Extended Essay. Sit for required examinations in six subjects.**</td>
<td>education (including 3 credits in one sequential career and technical program)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24 credits</td>
<td>24 credits*</td>
<td>26 credits</td>
<td>18 credits****</td>
<td>18 credits</td>
</tr>
<tr>
<td>State Assessment Requirements</td>
<td>Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)</td>
<td>Earn a passing score on the reading, math, and writing Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)</td>
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<td></td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>Earn a cumulative GPA of 2.0 on a 4.0 scale</td>
<td>Earn a cumulative weighted GPA of 3.0 on a 4.0 scale and earn a weighted grade that earns 3.0 point or its equivalent in each of the Advanced Placement courses.</td>
<td>Earn a cumulative GPA of 2.0 on a 4.0 scale</td>
<td>Earn a cumulative weighted GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.</td>
<td>Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits.</td>
</tr>
</tbody>
</table>

*Students must successfully complete four (4) Advanced Placement courses to include at least two (2) subject areas and score 3 or higher on at least three (3) Advanced Placement exams.

**In order to earn an IB Diploma, the student must complete the required sequence of courses in each of the six IB groups and earn acceptable score on assessments in three subjects at the higher-level (HL) and three at the standard level (SL) in other subjects.

***To select a 3-year graduation program, a student must have achieved at least an FCAT reading achievement level 3, an FCAT mathematics achievement level 3, and an FCAT writing score of 3 on the most recent assessments taken by the student. A student must select a graduation program prior to the end of ninth grade. If at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the
parent of the requirements the student is not meeting, the specific performance necessary in grade 11 and the right of the student to change to the four-year program. The student will automatically be changed to the four-year program if the student exercises his or her right to change to the four-year program; fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10; does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment; or by the end of grade 11 does not meet the requirements of the 3-year graduation option.

****All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

a. Students will be required to successfully complete one credit in biology; one credit in physical science, chemistry, or physics; and one science elective prior to graduation. Exceptions to these specific requirements may be considered for students transferring into the district having already completed their science credits. Exceptions must be approved by the deputy superintendent.

**b. International Baccalaureate applies only to DeLand High School and Spruce Creek High School. All IB students will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay, the CAS (Community Action Service) project, and sitting for required examinations in six subject areas.

c. Students who entered ninth grade in 2007-2008 through 2009-2010 are required to earn 4 credits in mathematics, one of which must be in Algebra I or its equivalent or higher. Three of the four credits must be earned in grades 9-12.

d. Students entering 9th grade in 2008-2009 and after credits earned for high school courses taken in middle school will be awarded upon successful completion of the course(s). Courses in which the student made a grade of “C” or lower may be retaken for forgiveness.

e. Effective for students entering 9th grade in 2008-2009 and after, the general requirements for high school graduation will include one credit in fine or performing arts, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination as identified through the Course Code Directory.
## For Students Who Entered Ninth Grade in 2010-2011

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>24-Credit/4-year Traditional Program (Grad Flag 43)</th>
<th>Superintendent’s Diploma of Distinction</th>
<th>IB Curriculum (Grad Flag 42)</th>
<th>18-Credit/3-year College Preparatory Program*** (Grad Flag 40)</th>
<th>18-Credit/3-year Career Preparatory Program*** (Grad Flag 41)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 credits, with major concentration in composition, reading for information and literature</td>
<td>4 credits, with major concentration in composition, reading for information and literature</td>
<td>4 credits</td>
<td>4 credits, with major concentration in composition and literature</td>
<td>4 credits, with major concentration in composition and literature</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course. For the Algebra 1 end of course exam, a minimum of 30 percent of a student’s course grade shall be comprised of performance on the statewide, standardized end of course assessment in accordance with DOE guidelines. One course must also be geometry or a series of courses equivalent to geometry as approved by the State Board of Education.</td>
<td>4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course. For the Algebra 1 end of course exam, a minimum of 30 percent of a student’s course grade shall be comprised of performance on the statewide, standardized end of course assessment in accordance with DOE guidelines. One course must also be geometry or a series of courses equivalent to geometry as approved by the State Board of Education.</td>
<td>4 credits, one of which must be Algebra I level or above from the list of courses that qualify for state university admission. For the Algebra 1 end of course exam, a minimum of 30 percent of a student’s course grade shall be comprised of performance on the statewide, standardized end of course assessment in accordance with DOE guidelines. One course must also be geometry or a series of courses equivalent to geometry as approved by the State Board of Education.</td>
<td>4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course. For the Algebra 1 end of course exam, a minimum of 30 percent of a student’s course grade shall be comprised of performance on the statewide, standardized end of course assessment in accordance with DOE guidelines. One course must also be geometry or a series of courses equivalent to geometry as approved by the State Board of Education.</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 credits in science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics</td>
<td>3 credits in science; must include 1 credit in biology and 1 credit in physical science, chemistry, or physics</td>
<td>3 credits</td>
<td>3 credits in science, two of which must have a laboratory component</td>
<td>3 credits in science, two of which must have a laboratory component</td>
</tr>
</tbody>
</table>
| **Social Studies** | 1 credit world history
1 credit United States history
.5 credit Economics
.5 credit United States Government | 1 credit world history
1 credit United States history
.5 credit Economics
.5 credit United States Government | 4 credits to include Theory of Knowledge | 1 credit world history
1 credit United States history
.5 credit Economics
.5 credit United States Government | 1 credit world history
1 credit United States history
.5 credit Economics
.5 credit United States Government |
<p>| <strong>Foreign Language</strong> | Not required for high school graduation, but required for admission into state universities | Not required for high school graduation, but required for admission into state universities | 3 credits | 2 credits in the same language or demonstrated proficiency in a second language | Not required |</p>
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<th>Subject Area</th>
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<tbody>
<tr>
<td>Fine or Performing Arts or designated career and technical courses</td>
<td>1 credit</td>
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<td>Not required</td>
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<td>Physical Education</td>
<td>1 credit in physical education to include the integration of health</td>
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<td>Electives</td>
<td>8 credits</td>
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<td>2 credits (must meet state university admission requirements)</td>
<td>3 credits in single career/technical education program and 1 credit in electives OR 3 credits in single career/technical certificate dual enrollment and 1 credit in electives OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical program)</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1 credit in additional career area requirement. Complete 150 hours of Community Action Service. Submit and acceptable Extended Essay. Sit for required examinations in six subjects.**</td>
<td>At least 6 of the 18 credits must be received in classes that are offered pursuant to the IB program, AP program, dual enrollment, or specifically listed or identified by DOE as rigorous.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24 credits</td>
<td>24 credits*</td>
<td>26 credits</td>
<td>18 credits****</td>
<td>18 credits</td>
</tr>
<tr>
<td>State Assessment Requirements</td>
<td>Earn a passing score on the reading, Grade 10 FCAT 2.0 or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)</td>
<td>Earn a passing score on the reading, Grade 10 FCAT 2.0 or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)</td>
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<td></td>
</tr>
</tbody>
</table>

**Earn a passing score on the reading, Grade 10 FCAT 2.0 or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)**

**At least 6 of the 18 credits must be received in classes that are offered pursuant to the IB program, AP program, dual enrollment, or specifically listed or identified by DOE as rigorous.**

**Earn a passing score on the reading, Grade 10 FCAT 2.0 or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)**
*Students must successfully complete four (4) Advanced Placement courses to include at least two (2) subject areas and score 3 or higher on at least three (3) Advanced Placement exams.

**All students enrolled in IB courses should be working toward an IB Diploma. In order to earn an IB Diploma, students must complete the required sequence of courses in each of the six groups, receive acceptable scores on assessments in three or four subjects at the higher-level (HL) and acceptable scores on assessments at the standard level (SL) in other subjects. Students must also write an extended essay, successfully complete the Theory of Knowledge (TOK) class and complete 150 hours of CAS (Creative, Action and Service) activities.

***To select a 3-year graduation program, a student must earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT. A student must select a graduation program prior to the end of ninth grade. If at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the requirements the student is not meeting, the specific performance necessary in grade 11 and the right of the student to change to the four-year program. The student will automatically be changed to the four-year program if the student exercises his or her right to change to the four-year program; fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10; does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment; or by the end of grade 11 does not meet the requirements of the 3-year graduation option.

****All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

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<thead>
<tr>
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<th>IB Curriculum (Grad Flag 42)</th>
<th>18-Credit/3-year College Preparatory Program*** (Grad Flag 40)</th>
<th>18-Credit/3-year Career Preparatory Program*** (Grad Flag 41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Point Average</td>
<td>Earn a cumulative GPA of 2.0 on a 4.0 scale</td>
<td>Earn a cumulative weighted GPA of 3.0 on a 4.0 scale and earn a weighted grade that earns 3.0 point or its equivalent in each of the Advanced Placement courses.</td>
<td>Earn a cumulative weighted GPA of 2.0 on a 4.0 scale</td>
<td>Earn a cumulative weighted GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.</td>
<td>Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits.</td>
</tr>
</tbody>
</table>
**b.** International Baccalaureate applies only to DeLand High School and Spruce Creek High School. All IB students will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay, the CAS (Community Action Service) project, and sitting for required examinations in six subject areas.

c. Students entering ninth grade in 2007-2008 through 2009-2010 will be required to earn 4 credits in mathematics, one of which must be in Algebra 1 or its equivalent or higher. Three of the four credits must be earned in grades 9-12.

d. Beginning with students entering grade 9 in the 2010-2011 school year, in addition to the Algebra 1 credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. The end of course assessment requirements must be met in order for a student to earn the required credit in Algebra 1.

e. Students entering 9th grade in 2008-2009 and after, credits earned for high school courses taken in middle school will be awarded upon successful completion of the course(s). Courses in which the student made a grade of “C” or lower may be retaken for forgiveness.

f. Effective for students entering 9th grade in 2008-2009 and after, the general requirements for high school graduation will include one credit in fine or performing arts, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination as identified through the Course Code Directory.
For Students Who Entered Ninth Grade in 2011-2012

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>24-Credit/4-year Traditional Program (Grad Flag 43)</th>
<th>Superintendent’s Diploma of Distinction (Grad Flag 42)</th>
<th>IB Curriculum (Grad Flag 40)</th>
<th>18-Credit/3-year College Preparatory Program*** (Grad Flag 41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits, with major concentration in composition, reading for information and literature</td>
<td>4 credits, with major concentration in composition, reading for information and literature</td>
<td>4 credits</td>
<td>4 credits, with major concentration in composition and literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course. The student must earn a passing score on the Algebra 1 end of course assessment in order to earn credit for the course. One course must also be Geometry or a series of courses equivalent to Geometry as approved by the State Board of Education. For the Geometry end of course assessment, a minimum of 30% of the student’s course grade shall be comprised of performance on the statewide standardized end of course assessment in accordance with DOE guidelines.</td>
<td>4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course. The student must earn a passing score on the Algebra 1 end of course assessment in order to earn credit for the course. One course must also be Geometry or a series of courses equivalent to Geometry as approved by the State Board of Education. For the Geometry end of course assessment, a minimum of 30% of the student’s course grade shall be comprised of performance on the statewide standardized end of course assessment in accordance with DOE guidelines.</td>
<td>4 credits at the Algebra I level or above from the list of courses that qualify for state university admission. The student must earn a passing score on the Algebra 1 end of course assessment in order to earn credit for the course. One course must also be Geometry or a series of courses equivalent to Geometry as approved by the State Board of Education. For the Geometry end of course assessment, a minimum of 30% of the student’s course grade shall be comprised of performance on the statewide standardized end of course assessment in accordance with DOE guidelines.</td>
<td>4 credits, one of which must be Algebra I, a series of courses equivalent to Algebra I or in a higher-level mathematics course. The student must earn a passing score on the Algebra 1 end of course assessment in order to earn credit for the course. One course must also be Geometry or a series of courses equivalent to Geometry as approved by the State Board of Education. For the Geometry end of course assessment, a minimum of 30% of the student’s course grade shall be comprised of performance on the statewide standardized end of course assessment in accordance with DOE guidelines.</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits in Science; 1 credit must be in Biology 1 or its equivalent. The end of course assessment requirement in Biology must be met in order for a 24-Credit/3-year Career Preparatory Program*** (Grad Flag 41)</td>
<td>3 credits. The end of course assessment requirement in Biology must be met in order for a student to earn the required credit in Biology. For the</td>
<td>3 credits in Science, 1 credit must be in Biology 1 or its equivalent. Two of the three credits must have a laboratory component. The end of course</td>
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<td>---------------------------</td>
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<tr>
<td></td>
<td>student to earn the required credit in Biology. For the Biology end of course assessment, a minimum of 30% of the student’s course grade shall be comprised of performance on the statewide standardized end of course assessment in accordance with DOE guidelines.</td>
<td>Biology must be met in order for a student to earn the required credit in Biology. For the Biology end of course assessment, a minimum of 30% of the student’s course grade shall be comprised of performance on the statewide standardized end of course assessment in accordance with DOE guidelines.</td>
<td>Biology end of course assessment, a minimum of 30% of the student’s course grade shall be comprised of performance on the statewide standardized end of course assessment in accordance with DOE guidelines.</td>
<td>assessment requirement in Biology must be met in order for a student to earn the required credit in Biology. For the Biology end of course assessment, a minimum of 30% of the student’s course grade shall be comprised of performance on the statewide standardized end of course assessment in accordance with DOE guidelines.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1 credit World History 1 credit United States history .5 credit Economics .5 credit United States Government</td>
<td>1 credit World History 1 credit United States history .5 credit Economics .5 credit United States Government</td>
<td>4 credits to include Theory of Knowledge</td>
<td>1 credit World History 1 credit United States history .5 credit Economics .5 credit United States Government</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Not required for high school graduation, but required for admission into state universities</td>
<td>Not required for high school graduation, but required for admission into state universities</td>
<td>3 credits</td>
<td>2 credits in the same language or demonstrated proficiency in a second language</td>
</tr>
<tr>
<td>Fine or Performing Arts</td>
<td>1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts</td>
<td>1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit in Physical Education to include the integration of health</td>
<td>1 credit in Physical Education to include the integration of health</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td>Electives</td>
<td>8 credits</td>
<td>8 credits</td>
<td>7 credits in electives or additional school program requirements</td>
<td>2 credits (must meet state university admission requirements)</td>
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<td>Subject Area</td>
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<td>--------------</td>
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<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Other</td>
<td>Beginning with students entering grade 9 during the 2011-12 school year, at least one course within the 24 credit required for graduation must be completed through online learning. However, an online course taken during grades 6 through 8 fulfills this requirement. A student who is enrolled in a full-time or part-time virtual instruction program also meets this requirement.</td>
<td>Complete 100 hours of community service. Participate in ACT or SAT during Junior and Senior years. The second year test may be waived with an appropriate SAT or ACT score as determined by the Directors of K-12 Curriculum and Program Accountability. Beginning with students entering grade 9 during the 2011-12 school year, at least one course within the 24 credit required for graduation must be completed through online learning. However, an online course taken during grades 6 through 8 fulfills this requirement. A student who is enrolled in a full-time or part-time virtual instruction program also meets this requirement.</td>
<td>At least 6 of the 18 credits must be received in classes that are offered pursuant to the IB program, AP program, dual enrollment, or specifically listed or identified by DOE as rigorous.</td>
<td>OR 4 credits in career/vocational education (including 3 credits in one sequential career and technical education program)</td>
</tr>
</tbody>
</table>

**Total** 24 credits | 24 credits* | 26 credits | 18 credits**** | 18 credits |

**State Assessment Requirements**

- Earn a passing score on the reading Grade 10 FCAT 2.0 or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
- Earn a passing score on the reading Grade 10 FCAT 2.0 or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
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<th>18-Credit/3-year Career Preparatory Program*** (Grad Flag 41)</th>
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<tbody>
<tr>
<td><strong>Grade Point Average</strong></td>
<td>Earn a cumulative GPA of 2.0 on a 4.0 scale</td>
<td>Earn a cumulative weighted GPA of 3.0 on a 4.0 scale and earn a weighted grade that earns 3.0 point or its equivalent in each of the Advanced Placement courses.</td>
<td>Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.</td>
<td>Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits.</td>
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</tr>
</tbody>
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*Students must successfully complete four (4) Advanced Placement courses to include at least two (2) subject areas and score 3 or higher on at least three (3) Advanced Placement exams.

**All students enrolled in IB courses should be working toward an IB diploma. In order to earn an IB Diploma, the students must complete the required sequence of courses in each of the six groups, receive acceptable scores on assessments in three or four subjects at the higher-level (HL) and acceptable scores on assessments at the standard level (SL) in other subjects. Students must also write an extended essay, successfully complete the Theory of Knowledge (TOK) class and complete 150 hours of CAS (Creative, Action and Service) activities.

***To select a 3-year graduation program, a student must earn passing scores on the FCAT or scores on a standardized test that are concordant with passing scores on the FCAT. A student must select a graduation program prior to the end of ninth grade. If at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the requirements the student is not meeting, the specific performance necessary in grade 11 and the right of the student to change to the four-year program. The student will automatically be changed to the four-year program if the student exercises his or her right to change to the four-year program; fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10; does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment; or by the end of grade 11 does not meet the requirements of the 3-year graduation option.

****All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

a. Each district school board must provide each student in grades 6-12 and their parents with information concerning the 3-year and 4-year high school graduation options. Selection of one of the graduation options may be completed by the student at any time during grades 9 through 12.

b. Students will be required to successfully complete one credit in biology; one credit in physical science, chemistry, or physics; and one science elective prior to graduation. Beginning with students entering grade 9 in the 2011-2012 school year, in addition to the Biology 1 requirement the end-of-course assessment requirement must also be
met in order for a student to earn credit in Biology 1. Exceptions to these specific requirements may be considered for students transferring into the district having already completed their science credits. Exceptions must be approved by the deputy superintendent.

**c.** International Baccalaureate applies only to DeLand High School and Spruce Creek High School. All IB students will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay, the CAS (Community Action Service) project, and sitting for required examinations in six subject areas.

d. Students entering ninth grade in 2011-2012 will be required to earn four credits in mathematics, two of which must be in Algebra 1 and Geometry or their equivalent or higher. Three of the four credits must be earned in grades 9-12.

e. Students entering grade 9 during the 2011-2012 school year who are enrolled in Algebra 1 or an equivalent course must pass the course and the end of course assessment in order earn credit for the course. The statewide standardized end of course assessment will be administered during the last 9 week session of the course.

f. Students entering grade 9 during the 2011-2012 school year who are enrolled in Biology 1 and/or Geometry or an equivalent course, each student’s performance on the end of course assessment in Biology 1 and/or Geometry shall constitute 30 percent of the student’s final course grade. The statewide standardized end of course assessment will be administered during the last 9 week session of the course.

g. Effective for students entering 9th grade in 2008-2009 through 2011-2012, credits earned for high school courses taken in middle school will be awarded upon successful completion of the course(s). Courses in which the student made a grade of “C” or lower may be retaken for forgiveness.

h. Effective for students entering 9th grade in 2008-2009 and after, the general requirements for high school graduation will include one credit in fine or performing arts, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination as identified through the Course Code Directory.
Florida Department of Education Resources

FACTS.org is Florida’s free academic advising website. The site includes services to help students prepare for and succeed in school and beyond. FACTS.org makes it easy for public middle and high school students to be involved in their academic and career planning. By establishing a login ID, students can create an ePersonal Education Plan (ePEP) that maps out high school coursework according to individual goals. Students can also monitor their progress by running evaluations against transcript information and the requirements for high school diplomas, State University System admissions, Bright Futures Scholarships, and a new federal grant called the Academic Competitiveness Grant (ACG). FACTS.org services support Florida Department of Education initiatives and legislative reforms. For more information, visit http://www.facts.org, contact the FACTS.org Help desk toll-free at (866) 324-2618, or e-mail them at facts@admin.usf.edu.

Florida Counseling for Future Education Handbook is a comprehensive guide designed for Florida’s middle and high school counselors to help counsel students who will enroll in Florida’s postsecondary institutions. The handbook is updated annually with the most current version available on FACTS.org from the Counselors and Educators section.

Office of Student Financial Assistance (OSFA) administers state-funded and some federally funded grants and scholarship programs to assist students with the costs of postsecondary education. For information, visit http://www.floridastudentfinancialaid.org or call toll-free (888) 827-2004.

Federal Student Aid is your source for free information from the U.S. Department of Education on preparing for and funding education beyond high school. Visit http://www.studentaid.ed.gov.

Talented 20 Program provides students in the top 20 percent of their class guaranteed admission, with space and fiscal limitations, into one of Florida’s 11 state universities. Please note that while eligible students are guaranteed admission, they may not necessarily be admitted to the campus of choice. These students are given priority for the awarding of funds from the Florida Student Assistance Grant Program although this program provides scholarships. For more information on how to qualify, visit http://www.fldoe.org/Talented20/ or call the Student Support Services Project office at (850) 245-7851.

FCAT Explorer is a free online practice program for Florida’s public school students. The system features three practice programs created especially for middle school students (Reading Island, Interactive Library, and Math Navigator) and two practice programs created for grade 10 students (Reading Timeline and Math Timeline). All five programs offer practice for the skills tested on the FCAT and include features to help students get the most from their study time. Students may use the system on any computer connected to the Internet, whether at school, at the library, or at home. Visit http://wwwFCATexplorer.com.

CHOICES website is a comprehensive career information system that uses a flexible approach that combines graphics, multimedia, and search strategies to allow students to explore career and educational options. The site includes links to key website related to career exploration to help students plan for a career. Visit http://www.FLchoices.org.

Career Voyages website provides information and guided support for students in determining the best career path. The website includes Florida-specific information about high-growth jobs with better wages, including new career fields, video tours for students, and an online interest inventory. Visit http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx.
DECLARATION OF GRADUATION OPTION

________________________           __________             __________________________
Student’s Name   Alpha ID                             School

Declare my intent to graduate under the graduation option checked below. I understand that I must declare my graduation option by the end of my ninth grade year.

☐ Standard 24-credit option (Flag 36)

☐ 3-year 18-credit College Preparatory Option (Flag 31)

☐ 3-year 18-credit Career Preparatory Option (Flag 32)

________________________________________           _____________________________
Student’s Signature                        Date

________________________________________           _____________________________
Parent’s Signature           Date

☐ Graduation Option Flag __________ entered by __________________________
Signature

________________________________________
Date

Created:  8/5/03
Distributed by:  High School Services
REQUEST FOR COURSE ACTIVATION

Date: ________________________________

School: _______________________________________________________________________

Requested by: ____________________________ Ext. _______________________

Principal's Signature: ____________________________________________________________

<table>
<thead>
<tr>
<th>State Course #</th>
<th>Course Title</th>
<th>Grade Level(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Pre-requisite (if any): _________________________________________________

Course Description (to be used in District Program of Studies):
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Reason course is needed:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Approved by: ____________________________     Approved by: ________________________
Curriculum Specialist                           Coordinator

Course activated: _________________________     Course de-activated: ___________________
Date                                                                            Date
# INSTRUCTIONAL MATERIALS NEEDED TO ADD NEW COURSE

School: _______________________________ Date: _______________________

Requested by: ___________________________ Ext: _______________________

Principals’ signature: ________________________________

<table>
<thead>
<tr>
<th>State Course #</th>
<th>Course Title</th>
<th>Grade Level(s)</th>
</tr>
</thead>
</table>

Reason Course is Needed: _____________________________________________________

Plan to offer during term(s): ________________________________________________

Instructional Materials Needed:

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
<th>Cost</th>
<th>Number Needed</th>
<th>Teacher (if known)</th>
<th>Fund Source (if known)</th>
</tr>
</thead>
</table>

Approved by: ________________

Instructional Materials Specialist

Approved Fund Source: ________________

Approved by: ________________

Middle School Services Coordinator

Date: ________________

Created: 11/2006
Owner: High School Services