MIDDLE SCHOOL PROGRAM OF STUDIES

2013-2014

Revised December 20, 2012

VOLUSIA COUNTY SCHOOL
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

0101010/AAG  M/J TWO-DIMENSIONAL STUDIO ART 1 (M/J 2D STUDIO ART 1)
Offered: Grade 6, 7, 8
Length: 9 weeks/Semester
Prerequisite: None

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on two-dimensional art. Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

0101020/AAH  M/J TWO-DIMENSIONAL STUDIO ART 2 (M/J 2D STUDIO ART 2)
Offered: Grade 7, 8
Length: Semester/Year
Prerequisite: None

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on two-dimensional art. Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

0101026/AAI  M/J TWO-DIMENSIONAL STUDIO ART 3 (M/J 2D STUDIO ART 3)
Offered: Grade 8
Length: Year
Prerequisite: M/J 2d Studio Art 1 or M/J 2d Studio Art 2

The purpose of this course is to provide experiences necessary for an appreciation and production of works of art with an emphasis on two-dimensional art. Students extend to an advanced level of techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
0101040/AAJ  M/J THREE-DIMENSIONAL STUDIO ART 1 (M/J 3D STUDIO ART 1)

Offered: Grade 6, 7, 8
Length: 9 weeks/Semester
Prerequisite: None

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on three-dimensional art. Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

0101050/AAK  M/J THREE-DIMENSIONAL STUDIO ART 2 (M/J 3D STUDIO ART 2)

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

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on three-dimensional art. Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

0101060/AAL  M/J THREE-DIMENSIONAL STUDIO ART 3 (M/J 3D STUDIO ART 3)

Offered: Grade 8
Length: Year
Prerequisite: M/J 3D Studio Art 1 or M/J 3D Studio Art 2

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on three-dimensional art. Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not confined to; content in green or environmental design, sculpture, ceramics, or installation art, creating maquette’s, casting, and carving. Students explore abstraction and the relationship of scale (i.e., hand-held, human, or monumental) and disproportionate or exaggerated scale, as well as tension, grouping, proximity, and containment. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
DANCE

0300000/CAA M/J DANCE 1
Offered: Grade 6, 7, 8
Length: Semester/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: Semester/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: Semester/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: Semester/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.
0400000/CBA  M/J THEATRE 1

Offered: Grade 6, 7, 8
Length: Semester/Year
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 THEATRE 2

Offered: Grade 6, 7, 8
Length: Semester/Year
Prerequisite: M/J Theatre 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 Theatre 1.

0400020/CBC  M/J THEATRE 3

Offered: Grade 6, 7, 8
Length: Semester/Year
Prerequisite: M/J Theatre 2 and/or Teacher Recommendation

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

0400030/CBD  M/J THEATRE 4

Offered: Grade 7, 8
Length: Semester/Year
Prerequisite: M/J Theatre 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 Theatre 3.

0400110/CFB  M/J THEATRE DESIGN AND PRODUCTION 1

Offered: Grade 7, 8
Length: Semester/Year
Prerequisite: Theatre 1, Chorus, and/or Teacher Recommendation

The purpose of this course is to enable students to develop fundamental skills in theatre design and production 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

0701000/DBA  M/J FRENCH, BEGINNING
Offered: Grade 6, 7, 8
Length: Year
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 structured 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: Year
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.

0701320/DMC  FRENCH 1*
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 37 - High School Credit Earned in Middle School

0702000/DCA  M/J GERMAN, BEGINNING
Offered: Grade 6, 7, 8
Length: Year
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 structured learned in class. The student will also learn about the basic elements of the German culture, including gestures and holidays.

0702010/DCC  M/J GERMAN, INTERMEDIATE
Offered: Grade 6, 7, 8
Length: Year
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.
0708000/DIA  M/J SPANISH, BEGINNING
Offered: Grade 6, 7, 8
Length: Year
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.

0708010/DIB  M/J SPANISH, INTERMEDIATE
Offered: Grade 7, 8
Length: Year
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.

0708340/DUE  SPANISH 1*
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 37 - High School Credit Earned in Middle School

0708350/DUF  SPANISH 2
Offered: Grade 7, 8
Length: Year
Prerequisite: Spanish 1

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

*See information on Page 37 - High School Credit Earned in Middle School
0708020/DIC  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 1*

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 37 - High School Credit Earned in Middle School

0709310/DVB  SPANISH FOR SPANISH SPEAKERS 2*

Offered: Grade 7, 8
Length: Year
Prerequisite: Spanish for Spanish Speakers 1

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 37 - High School Credit Earned in Middle School

0706000/DGA  M/J LATIN, BEGINNING

Offered: Grade 6, 7, 8
Length: Year
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: Year
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 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.
Offered: Grade 6, 7, 8
Length: Year
Prerequisite: Limited English Proficiency
Non-English Speakers (NES) or (BEG) /
Limited English Speakers (LES) or (LIN)

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.
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.**

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.**

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 37- 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 37 - 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 37- 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.

1200315/IMG  ALGEBRA 1 FOR CREDIT RECOVERY

Offered: Grade 7, 8  
Length: Semester  
Prerequisite: Failed Algebra 1 EOC

This is an elective course that was designed to support the student’s success in satisfying the high school math requirement of passing the Algebra 1 EOC Exam. The purpose of this course is to remediate content and skills assessed on the Algebra 1 EOC in order to prepare for the retake exam. There is no required seat time for this course and students may earn an elective half credit for each semester they are registered. There are no limits on the number of times a student may take this course. NOTE: This course does not meet NCAA requirements.

*See information on Page 37- High School Credit Earned in Middle School
1300000/JBD  M/J MUSIC THEORY 1
Offered: Grade 6, 7, 8
Length: Semester/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: Semester/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: Semester/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 3
Offered: Grade 6, 7, 8
Length: Semester/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.
**1301090/JEA  M/J EXPLORING MUSIC 1**

Offered: Grade 6, 7, 8  
Length: Semester/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.

**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.
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.

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.

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.

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.

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 1.

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 1. 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 2. 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 2. 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.

1303110/JKE  M/J VOCAL ENSEMBLE 2

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 1

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 2

Offered: Grade 6, 7, 8
Length: Year
Prerequisite: M/J Peer Counseling 1

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 GYMNASICS/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.
1508500/KCN M/J INDIVIDUAL/DUAL SPORTS

Offered: Grade 8
Length: Year
Prerequisite: None

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.
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.

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.

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.

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.
**SOCIAL STUDIES**

**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

2200000/OAA M/J STUDY HALL 1

Offered: Grade 8  
Length: Semester  
Prerequisite: 3.0 GPA

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. NO FTE EARNED.

**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

Students taking high school courses in middle school will be awarded high school credit upon successful completion. If a grade of B or higher is earned in the course, it cannot be repeated. High school courses taken in middle school in which a student has earned a “C” or “D” may be retaken in middle school or high school. If retaken in middle school, it will count as one of the required courses for middle school promotion.
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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.
7820017/QAX  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.

7821022/PZX  ACCESS M/J WORLD HISTORY

Offered: Grade 6  
Length: Year  
Prerequisite: None

The sixth grade social studies curriculum consists of the following content area strands: World History, Geography, Civics, 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, Historical inquiry skills and analytical processes, Emergence of early civilizations, and Events, figures, and contributions of classical civilizations.

7821021/QAZ  ACCESS M/J CIVICS

Offered: Grade 7  
Length: Year  
Prerequisite: None

The seventh 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.

7821023/QBH  ACCESS M/J CIVICS AND CAREER PLANNING

Offered: Grade 7  
Length: Year  
Prerequisite: None

The seventh 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.
The eighth 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.

Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

ALL PROGRAMS

SPECIAL SKILLS COURSES

7863030/___ UNIQUE SKILLS: INDEPENDENT FUNCTIONING 6-8
Offered: Grade 6, 7, 8
Length: Year
Prerequisite: None

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student’s individual educational plan (IEP). This entire course may not be mastered in one year.

7863050/___ UNIQUE SKILLS: COMMUNICATION 6-8
Offered: Grade 6, 7, 8
Length: Year
Prerequisite: None

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, and community settings to achieve annual goals based on assessed needs and the student’s individual educational plan (IEP). This entire course may not be mastered in one year.

7863000/QAR UNIQUE SKILLS: SOCIAL AND EMOTIONAL 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.
**7863010/QBB**  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.**

**7863020/QBC**  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.**

**7863060/QBG**  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.

**7863080/QBI**  EXPANDED CORE COMPETENCIES: 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.
7863090/QBJ  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

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

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

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

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

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

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.
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, FOOD, AND NATURAL RESOURCES CLUSTER

| COURSES |
|-----------------------|------------------|
| **Course Number** | **Course Name** |
| 8100120/YSS | Introduction to Agriscience |
| 8100310/YBA | Orientation to Agriscience |
| 8100210/YSB | Exploration of Agriscience |
| 8021300/XWP | Fundamentals of Agriculture, Food, and Natural Resource Systems |

**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 Agriscience and natural resources careers. Reinforcement of academic skills occurs through the classroom instruction and applied laboratory procedures.

**8021300/XWP FUNDAMENTALS OF AGRICULTURE, FOOD, AND NATURAL RESOURCE SYSTEMS**
- **Offered:** Grade 8
- **Length:** Full-Year
- **Prerequisite:** Previous Agriscience education course

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 Agriculture, Food, and Natural Resources career cluster. This course is designed to provide instruction that explores the tasks, training, education and physical requirements of production agriculture. The content includes but is not limited to agricultural literacy, importance of agriculture, role of science, math, reading, writing, geography, history, and technology in agriculture, production of livestock, plants, and vegetables in agriculture.
ARTS, A/V, TECHNOLOGY, AND COMMUNICATION CLUSTER

COURSES

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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.
## BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER

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### 8200520/YSK  COMPUTER APPLICATIONS IN BUSINESS 1

- **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

- **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

- **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

- **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

- **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.
## EDUCATION AND TRAINING CLUSTER

### COURSES

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**8409100/YTB**  
**FUNDAMENTALS OF CAREERS IN EDUCATION**  
**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 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.
ENGINEERING AND TECHNOLOGY CLUSTER

| COURSES |
|-----------------|-----------------|
| Course Number   | Course Name     |
| 8600010/YSQ     | Introduction to Technology |
| 8600020/YSR     | Exploring Technology |
| 8600030/XTH     | Exploration of Communications Technology |
| 8600040/XTI     | Exploration of Production Technology |

**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.
HEALTH SCIENCE CLUSTER

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**8400110/YSE ORIENTATION TO HEALTH CAREERS**

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 Health Science career cluster. The content includes but is not limited to basic information about the kinds of jobs and workers involved the various career paths, financial rewards, occupational hazards, and educational requirements. Information concerning the practices for promoting good health is included. This program provides hands on experience with necessary skills for any health occupation as well as additional options for specific occupations.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

**8400210/YSF EXPLORATION OF HEALTH CAREERS**

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 Health Science career cluster. The content includes but is not limited to exploratory activities relating to all health occupational clusters. The program also includes an introduction to medical ethics, consumerism, and characteristics of health care workers, community health agencies and basic computer literacy.

The purpose of this course is to give students initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in health, including job requirements and tasks performed, to assist students in making informed decisions regarding their future academic and occupational goals.
HOSPITALITY AND TOURISM CLUSTER

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8809200/YTA   FUNDAMENTALS OF 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.
### HUMAN SERVICES CLUSTER

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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.

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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.
### COURSES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Exploratory</th>
</tr>
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<tbody>
<tr>
<td>8000300/XWR</td>
<td>M/J Exploratory Career Wheel 1 - Agriscience</td>
<td></td>
</tr>
<tr>
<td>8000210/XWT</td>
<td>M/J Exploratory Career Wheel 2 - Business</td>
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<tr>
<td>8000220/XWU</td>
<td>M/J Exploratory Career Wheel 3 - Family &amp; Consumer Sciences</td>
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<tr>
<td>8000230/XVV</td>
<td>M/J Exploratory Career Wheel 4 - Technology</td>
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<tr>
<td>8000240/XWW</td>
<td>M/J Exploratory Career Wheel 5 - Health</td>
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<tr>
<td>8000250/XWX</td>
<td>M/J Exploratory Career Wheel 6 - Vocational</td>
<td></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/XVV**  **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.
### M/J EXPLORATORY CAREER WHEEL 5

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

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

### M/J EXPLORATORY CAREER WHEEL 6

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

This is the **Vocational** Career Wheel for middle school. Course content is subject to Florida Student Performance Standards.
Dear Parent or Guardian,

Florida Statute 1003.455 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. Counseling concerning the benefits of Physical Education will be made available to students through the guidance counselor at your school when needed.

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

Sincerely,

Cookie Grafton

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

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

http://myvolusiaschools.org

- Once the link is open click on the School Board Tab on the top.

- On the left you will see School Board Policies, click here and go to BoardDocs (in the middle section).

- Click on BoardDocs and you will see the Table of Contents.

- Click on School Board Policy 300, Instructional Policies

- Scroll down and click on policy 307

- You will find the link to the policy in the middle section. Click on the link.

- Graduation Charts are found in Section III, starting on page 5.
Florida students entering grade nine may choose from one of five options to earn a standard diploma. They are:

- A four-year, 24-credit program
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum
- A three-year, 18-credit college preparatory program
- A three-year, 18-credit career preparatory program.

Florida's state graduation requirements are outlined in the following charts:

- Students Entering Ninth Grade - 2010-2011 School Year (PDF, 60KB)
- Students Entering Ninth Grade - 2011-2012 School Year (PDF, 64KB)
- Students Entering Ninth Grade - 2012-2013 School Year (PDF, 118KB)
- Students Entering Ninth Grade - 2013-2014 School Year (PDF, 130KB)

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

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

For more information on local public school district graduation programs, please contact the school district.

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

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

Information related to special diploma options and the transition of a student with disabilities from school to adult life is available in Transition Planning for Students with Disabilities: A Guide for Families.
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>
</table>

Course Pre-requisite (if any): ____________________________________________________

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

Reason course is needed:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Standards document for Pinnacle and linking of course will be completed by whom?
_____________________________________________________________________________

Approved by: ______________________________       Approved by: _________________________
Curriculum Specialist                           Director

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>
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</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>
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Approved by: ____________________________ Approved Fund Source: ________________

Instructional Materials Specialist

Approved by: ____________________________ Date: ______________________________

Director K-12 Curriculum