



**VIRTUAL INSTRUCTION  
PROGRAM OF STUDIES**

**VOLUSIA** **ONLINE**  
LEARNING

**2016-2017**

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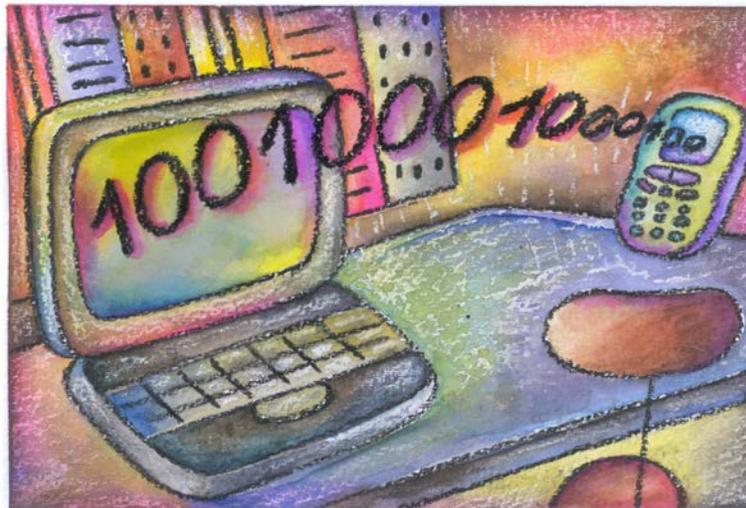
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## **VIRTUAL EDUCATION OPTIONS FOR STUDENTS**

Section 1002.321, Florida Statutes, related to digital learning requires districts to provide multiple opportunities for students to participate in a virtual instruction program (VIP). Volusia offers a district VIP as a school choice option for students in grades K-12. This requirement is fulfilled for Volusia students by providing part-time and full-time virtual options, virtual and blended learning courses in our traditional brick and mortar schools and identified online courses available to all schools.

## **STUDENT ELIGIBILITY FOR VIRTUAL COURSES**

Volusia students taking online courses in traditional district schools must be full-time students at the school. Students accessing district virtual courses in a nontraditional setting must meet the eligibility requirements listed in section 1002.455, Florida Statutes (located at <http://www.flsenate.gov/Laws/Statutes/2012/1002.455> ). Students eligible to enroll in kindergarten and first grade do not have to meet state eligibility requirements. Thus, students in grades 2-12 must meet one of the other criteria to enroll in these courses on a part-time basis. There is an application process for students wishing to enroll in part-time or full-time virtual courses. The online application is available at the Online Learning website.

## **IMPORTANT FOR PARENTS AND SCHOOL COUNSELORS**

Deciding whether or not to enroll a student in a virtual course depends on many academic and social factors for students to ensure their success. Each student has unique needs that may or may not be met through a virtual course. There are other options available through the district's virtual instruction program that may better fit the student's needs. Parents and school counselors are encouraged to call the Online Learning offices directly when questions arise.

There are state eligibility requirements for all students interested in enrolling in a virtual course, which are summarized below:

1. The student spent the prior school year in a Florida public school and was reported for funding in the October and February FEFP surveys; or,
2. The student is a military dependent who was transferred within the last 12 months to Florida; or,
3. The student was enrolled in a virtual full-time public school program the previous year; or,
4. The student has a sibling currently enrolled in a virtual instruction program and was also enrolled at the end of the previous year; or,
5. The student is eligible to enter kindergarten or first grade.

School districts receive appropriate funding per pupil enrolled in virtual courses only if the student successfully passes the course. Therefore, readiness for a virtual course should be based on, but not limited to, the following factors:

1. Student meets state eligibility criteria outlined above.
2. Student displays independent learner traits and time management skills.



3. Student can read for comprehension at an independent level.
4. Recommendation of school counselor is based on review of student's overall academic history and ability to work independently.

## **VOLUSIA ONLINE LEARNING**

Volusia Online Learning (VOL) is a fully accredited virtual instruction program that takes place in an interactive learning environment created through technology in which the student and teacher are separated from each other by time or space or both. VOL expands the variety of academic opportunities for Volusia County students and serves as one way to fulfill the **Online Graduation Requirement** for Florida students. This program meets the needs of students who learn productively in their own time, in their own space. Students can work online anytime, anyplace. VOL teachers are district employees who are highly qualified and fully certified. All course offerings are aligned to the Florida standards, ensuring quality and rigor. Interested students should consult their counselor to review eligibility criteria and submit an online application during the enrollment period published on the website at [www.volusiaonlinelearning.com](http://www.volusiaonlinelearning.com).

### **Part-time enrollment**

Part-time VOL courses are scheduled as part of a student's regular school day – periods one through seven. Courses may also be added on a student's schedule beyond the school day. Depending on the needs of the student and resources available at their zoned school, the student may or may not be on campus for their virtual classes. Students can work on their courses any time, any place. Teachers and students communicate online using an array of technology. Students have access to an online resource center as well as web-based and face-to-face tutorial sessions with instructors.

### **Full-time enrollment**

Students who choose to be a full-time virtual student take all of their classes from home rather than the traditional brick and mortar school while remaining a Volusia County Schools student. The school district offers its students a full-time virtual program option for grades K-12 through our partnership with three online providers. At the time of publication, our full-time VIP providers are: K12, Pasco County eSchool, and Volusia Online Learning. Students may enroll in a full-time virtual program only once per year during the enrollment period prior to the start of the school year. Students may receive the use of a computer and assistance toward Internet access if there is none available in the home **and** the student qualifies for free/reduced lunch. Families interested in a full-time virtual option can find more information and enrollment directions on the Volusia Online Learning website.



## BLENDING LEARNING PROGRAMS

By definition, blended learning is “the integration of face-to-face and online learning to extend learning through the innovative use of information and communications technology. Blended strategies enhance student engagement and learning through online activities” ([North American Council for Online Learning](#)). Volusia County Schools provides various blended learning programs to meet the needs of our students and promote achievement at all levels. The Online Learning division of VCS continues to expand blended learning opportunities for all students at every traditional brick and mortar school to support all instructional programs with the ultimate goal of making students successful beyond graduation.

The following programs are considered alternative programs of choice for students and their families.

### eLearning

The eLearning program offers a unique opportunity to students with 12 or more credits who are in need of more flexibility with his/her daily course schedule in order to meet graduation requirements to catch up with his/her graduating class or to take advantage of early graduation through acceleration. Instruction is delivered in a blended learning environment where students receive their content through online coursework and benefit from the daily interventions and direct instruction from a classroom teacher. Students are expected to set short-term and long-term academic goals in order to meet his/her own personalized plan for graduation. All students interested in eLearning should speak directly with his/her school counselor for more information about becoming a part of the school's eLearning program on campus. Student membership in this program is determined by the staff and administration of each school.

### Hospital/Homebound

A hospitalized or homebound student is a student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and that confines the student to home or hospital, and restricts activities for an extended period of time. For most students, the curriculum content is delivered online with the support of district virtual teachers and a consultation teacher. One-to-one instruction may be provided for students who are significantly below grade level or with significant physical limitations.

Hospital/Homebound services are determined at the Individual Education Plan (IEP) meeting.

The corresponding definition is found in State Board of Education Rule 6A-6.03020, Florida Administrative Code (FAC).

#### Criteria for eligibility

- The student is enrolled in a public school in kindergarten through twelfth grade prior to the referral for homebound or hospitalized services.
- A parent, guardian or primary caregiver signs parental agreement concerning homebound or hospitalized policies and parental cooperation.
- A licensed physician must certify that the student:



1. Is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days, or the equivalent on the block schedule, or due to a chronic condition, for at least fifteen (15) school days, or the equivalent on a block schedule, which need not run consecutively;
2. Is confined to home or hospital;
3. Will be able to participate in and benefit from an instructional program;
4. Is under medical care for illness or injury which is acute, catastrophic, or chronic in nature; and
5. Can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

More information and application forms are available through each school's guidance department and at the Online Learning website.

### **Halifax Behavioral Services**

The Day Treatment Program (DTP) at Halifax Behavioral Services is an outpatient, therapeutic treatment program for students PreK- 12th grades with emotional and behavioral issues. Through a cooperative agreement with Halifax Medical Center, Volusia County Schools provides educational services to students in this mental health treatment program. Students attend the hospital program during the day and return home at night. The curriculum content is delivered online and students work at their own pace with the assistance of a virtual teacher and an additional face to face instructor. A typical day for the participants includes class time, group therapy, individual and/or family therapy, recreation therapy and nursing care. DTP is not designed to be a permanent placement. A typical length of stay ranges from 6-8 weeks. Each student is under the care of a psychiatrist for the treatment period. Placement is made into the DTP through psychiatrist or therapist referral only. Volusia County Schools does not place students into this program. More information is available through each school's guidance department and at the Online Learning website.

### **School-based Online Learning Labs for Credit Recovery & Course Remediation**

Each middle and high school houses a computer lab facilitated by a certified instructor who provides a blended learning environment for students who struggle with demonstrating mastery of academic standards in the core courses required for promotion and/or graduation. Students are recommended and scheduled for the lab by their school counselor. Online courses are part of the student's daily schedule and they stay on campus for instruction. The curriculum content is online and students work at their own pace with the assistance of an instructor who is certified in the core subject area offered in the lab. This alternative is utilized based on the discretion of the school principal and his/her guidance department. Student placement is based on a series of data points and school needs. Questions about credit retrieval or course remediation should be directed to the guidance department of each student's school.

### **ACCEL Options**

Volusia County Schools provides options for Academically Challenging Curriculum to Enhance Learning (ACCEL) for eligible students. Eligibility requirements and procedures have been established by the district. According to s.1002.3105, F.S., ACCEL options include, but are not limited to, whole grade and mid-year promotion, subject matter acceleration, virtual instruction and the Credit Acceleration Program



(CAP). Any student who has met the criteria for eligibility will be recommended by their school counselor or principal for an online course. The Online Learning staff will work directly with school personnel to enroll students in appropriate course. More information regarding ACCEL options and criteria for eligibility is available from the guidance department at each student's school.

Once a school principal has determined that a student meets criteria outlined in the **ACCEL Options School Handbook**, school personnel completes the online enrollment available at [www.volusiaonlinelearning.com](http://www.volusiaonlinelearning.com).

## Online Graduation Requirement

Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required for graduation must be completed through online learning. A half-credit (.5) online course meets this requirement as long as it is within the 24 credits required for graduation. If it is a year-long course, then the student must earn the full (1.0) credit to meet the graduation requirement. An online course taken during grades 6 through 8 for high school credit fulfills this requirement. A student who is enrolled in a full-time or part-time virtual instruction program, an online course offered by the high school, an online dual enrollment course, or an identified blended learning environment (online and face-to-face components in a computer lab or classroom in a district school) meets this requirement. The student must pass the course. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. This requirement does not apply to a student who has an individual educational plan which indicates that an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school. More detailed information regarding the Online Graduation Requirement is available from the guidance department at each student's school.

Courses denoted with the graphic  are recommended for fulfillment of the Online Graduation Requirement.

## HIGH SCHOOL COURSE OFFERINGS

### ENGLISH

#### 1001310/GNB ENGLISH 1

Credit: 1.0

Prerequisite: None

Type of Credit: English/Language Arts

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content includes: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level



print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

### **1001320/GNC ENGLISH HONORS 1**

Credit: 1.0

Prerequisite: Teacher/Counselor Recommendation

Type of Credit: English/Language Arts

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content includes: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively. As students progress from one grade-level course to the next, increases occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

### **1001340/GNE ENGLISH 2**

Credit: 1.0

Prerequisite: English 1

Type of Credit: English/Language Arts

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading,



writing, speaking, listening, language, and literature in preparation for college and career readiness. The content includes: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively. As students progress from one grade-level course to the next, increases occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

## **1001350/GNF ENGLISH HONORS 2**

Credit: 1.0

Length: Year

Prerequisite: English 1/English Honors 1 and Teacher/Counselor Recommendation

Type of Credit: English/Language Arts

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content includes: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively. As students progress from one grade-level course to the next, increases occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.



**1001370/GNH ENGLISH 3**

Credit: 1.0

Prerequisite: English 2

Type of Credit: English/Language Arts

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content includes: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively. As students progress from one grade-level course to the next, increases occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

**1001380/GNI ENGLISH HONORS 3**

Credit: 1.0

Prerequisite: English 2/English Honors 2 and Teacher/Counselor Recommendation

Type of Credit: English/Language Arts

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content includes: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through



reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively. As students progress from one grade-level course to the next, increases occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

#### **1001400/GNK ENGLISH 4**

Credit: 1.0

Prerequisite: English 3

Type of Credit: English/Language Arts

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content includes: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively. As students progress from one grade-level course to the next, increases occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

#### **1001405/GNO ENGLISH 4: FLORIDA COLLEGE PREP**

Credit: 1.0

Prerequisite: English 3/Results of the Postsecondary Education Common Placement Test

Type of Credit: English/Language Arts

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content includes: This course prepares students for successful completion of Florida college English



courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core Standards. The content should include, but not be limited to, the following: demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

#### **1001410/GNL ENGLISH HONORS 4**

Credit: 1.0

Prerequisite: English Honors 3 and Teacher/Counselor Recommendation

Type of Credit: English/Language Arts

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content includes: constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts; reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods; using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context; listening purposefully to a variety of speakers and messages in both formal and informal contexts; speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse; understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity; acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language; employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively. As students progress from one grade-level course to the next, increases occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.



## **SPEECH**

### **GUA SPEECH 1**



Credit: .50

Length: Semester

Prerequisite: None

Type of Credit: Performing Fine Arts

This course provides instruction in the fundamentals of formal and informal oral communication. Major instructional areas will include forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of the audience, and techniques of public speaking.

### **1007310/GUB SPEECH 2**



Credit: .50

Length: Semester

Prerequisite: Speech 1

Type of Credit: Performing Fine Arts

This course is a continuation of Speech 1. It will provide instruction in the fundamentals of formal and informal oral communications. Instructional areas will include formal speeches, formal class discussion, debate activities, and utilizing oral interpretation skills.

## **DRAMA/THEATER**

### **0400300/CRA INTRODUCTION TO DRAMA**



Credit: 0.5

Prerequisite: None

Type of Credit: Performing Fine Arts

This course provides a broad overview of the study and practice of dramatic arts. Opportunities for beginning experiences in acting, theatre history and production are included.



**0400660/CVQ THEATER, CINEMA AND FILM PRODUCTION**

Credit: 1.0

Prerequisite: None

Type of Credit: Performing Fine Arts

This course will focus on the analysis and appreciation of films and will provide students with the skills to understand to interpret the various forms of the moving image. The aim is to substitute active viewing for passive absorption, and to offer students a context and a set of tools with which to assess the media presentations that shape the world we all inhabit. Students will learn motion picture production, storytelling techniques, the history of film, the importance of film in our society, and filmmakers' responsibilities regarding production essentials, copyright laws, ethical behavior, self-discipline and safety. Students will study classic films and important filmmakers.

**FOREIGN LANGUAGE****0708340/DUE SPANISH 1**

Credit: 1.0

Prerequisite: None

Type of Credit: World Language

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

**0708350/DUF SPANISH 2**

Credit: 1.0

Prerequisite: Spanish 1

Type of Credit: World Language

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



**0708360/DUG SPANISH 3**

Credit: 1.0

Prerequisite: Spanish 2

Type of Credit: World Language

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

**0708400/DUK ADVANCED PLACEMENT-SPANISH LANGUAGE**

Credit: 1.0

Prerequisite: Spanish 3 or higher/Teacher Recommendation

Type of Credit: World Language

The purpose of this course is to develop oral and written fluency in the language. The content will include the requirements of the Advanced Placement program guidelines.

**MATHEMATICS**

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

**1200370/IMJ ALGEBRA 1a**

Credit: 1.0

Prerequisite: M/J Pre-Algebra Level FCAT Level 1 and 2

Type of Credit: Math

This is the first year of a two-year Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems using concrete models to explain algebraic concepts. The content will include: variables, properties of real numbers with emphasis on rational numbers; ratio and proportion; solving linear equations and systems; graphing relations and functions; coordinate geometry; inequalities; measurement; geometric relationships; set operations; dimensional analysis; and identifying patterns and making predictions. **Algebra 1a meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program.**



**1200380/IMK ALGEBRA 1b**

Credit: 1.0

Prerequisite: Algebra 1a

Type of Credit: Math

This is the second year of a two-year Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems using concrete models to explain algebraic concepts. The content will include: properties of real numbers including rational and irrational numbers; algebraic notation; scientific notation; polynomials; varied means for analyzing and expressing patterns, relations, and functions; linear and quadratic functions; coordinate geometry; geometric relationships; and data analysis concepts. 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. **Algebra 1b meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program. Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded credit for the course.**

**1200310/IMB ALGEBRA 1**

Credit: 1.0

Prerequisite: M/J Pre-Algebra or equivalent Level FCAT Level 3

Type of Credit: Math

This course is a study of the topics of Algebra 1 designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: functions, linear equations, inequalities, polynomials, rational numbers and equations, radicals, quadratics, and discrete mathematics with multiple representations. **For students entering 9th grade in 2010-2011 the state Algebra 1 End of Course Exam must count 30% of the final grade. Students entering 9th grade in 2011-2012 and after will be required to pass the state Algebra 1 End of Course Exam to be awarded credit for the course.**

**1200320/IMC ALGEBRA 1 HONORS**

Credit: 1.0

Prerequisite: M/J Pre-Algebra or M/J Pre-Algebra Advanced or equivalent Level FCAT Level 4 and 5

Type of Credit: Math

This course is a rigorous in-depth study of the topics of Algebra 1 designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: structure and properties of the real number system; varied means for analyzing and



expressing patterns, relations and functions; variables, algebraic expressions and polynomials; geometric concepts; set operations; dimensional analysis; data analysis concepts and techniques; and varied solution strategies, algebraic and graphic, for inequalities, linear and quadratic equations, and for systems of equations. **For students entering 9th grade in 2010-2011 the state Algebra 1 End of Course Exam must count 30% of the final grade. Students entering 9th grade in 2011-2012 and after will be required to pass the state Algebra 1 End of Course Exam to be awarded credit for the course.**

### **1207300/IUC LIBERAL ARTS MATHEMATICS**

Credit: 1.0

Prerequisite: Algebra 1 or equivalent and FCAT Level 1 and 2 (recommended)

Type of Credit: Math

Liberal Arts Mathematics is a course designed to strengthen the mathematical skills required for college entrance exams or further study of advanced mathematics. The content will include operations of real numbers, ratio and proportion, area, volume, similarity, congruence, percents, the algebra of sets, integers, polynomials, factoring, algebraic expressions, equations and inequalities. **Liberal Arts Mathematics does not meet the academic core in mathematics for entrance into the state university system or Bright Futures Scholarship Program.**

### **1200330/IMD ALGEBRA 2**

Credit: 1.0

Prerequisite: Algebra 1 equivalent and FCAT Level 3 (recommended)

Type of Credit: Math

This course is designed to continue the study of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. The content will include: structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; quadratic, exponential, and logarithmic functions, and their applications.

### **1200340/IME ALGEBRA 2 HONORS**

Credit: 1.0

Prerequisite: Algebra 1 equivalent Algebra 1 Honors and FCAT Level 4 and 5

Type of Credit: Math

This course is a rigorous in-depth study of the topics of Algebra 2 with emphasis on theory, proof, and development of formulas, as well as their application. The content will include: structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; conic sections and their applications; quadratic, exponential, and logarithmic functions; and the Binomial Theorem.



**1206310/ISB GEOMETRY**

Credit: 1.0

Prerequisite: Algebra 1 equivalent and FCAT Level 3 or Informal Geometry

Type of Credit: Math

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. The content will include Euclidean geometry of lines, planes, angles, triangles, construction and logic, and properties of circles, polygons, right triangle trigonometry, and reinforcement of algebraic concepts. **For students entering 9th grade in 2011-2012 the state Geometry End of Course Exam must count 30% of the final grade. Students entering 9th grade in 2012-2013 and after will be required to pass the state Geometry End of Course Exam to be awarded credit for the course.**

**1206320/ISC GEOMETRY HONORS**

Credit: 1.0

Prerequisite: Algebra 1 Equivalent, Algebra 1 Honors and FCAT Level high 3, 4 and 5

Type of Credit: Math

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. The content will include the following: structure of geometry; separation properties; angle concepts; triangles, quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, and topology. **For students entering 9th grade in 2011-2012 the state Geometry End of Course Exam must count 30% of the final grade. Students entering 9th grade in 2012-2013 and after will be required to pass the state Geometry End of Course Exam to be awarded credit for the course.**

**1200700/IND MATH FOR COLLEGE READINESS**

Credit: 1.0

Prerequisite: Algebra 2/Geometry recommended and results of the post secondary education common placement test (PERT).

Type of Credit: Math

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



## **1201315/INE ANALYSIS OF FUNCTIONS HONORS**

Credit: .50

Length: Semester

Prerequisite: Algebra 2(Algebra 2 Honors)/Geometry (Geometry Honors)

Type of Credit: Math

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

## **1211300/IXA TRIGONOMETRY HONORS**

Credit: .50

Length: Semester

Prerequisite: Algebra 2(Algebra 2 Honors)/Geometry (Geometry Honors)

Type of Credit: Math

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

## **1202340/IOD PRE-CALCULUS**

Credit: 1.0

Prerequisite: Algebra 2 (Algebra 2 Honors)/Geometry (Geometry Honors)

Type of Credit: Math

This course is designed to strengthen and extend the student's knowledge of algebraic and trigonometric concepts and to prepare the student for calculus. The content will include mathematical induction, symbolic logic, Boolean and matrix algebra, probability and statistics, elementary functions and limits.

**As designated by the Department of Education Course Code Directory, this course is weighted to receive an additional .5 quality point value (Q.P.V.).**



## PHYSICAL EDUCATION

### 1501300/KOA PERSONAL FITNESS



Credit: 0.5

Prerequisite: None

Type of Credit: Personal Fitness/Physical Education

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

### 1501310/KOB FITNESS LIFESTYLE DESIGN



Credit: 0.5

Prerequisite: None

Type of Credit: Physical Education

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

## RESEARCH

### 1700380/LOI CAREER RESEARCH & DECISION MAKING



Credit: 0.5

Prerequisite: None

Type of Credit: Elective

This course provides an opportunity for students to explore all career clusters and levels of careers within each cluster, match their abilities and interests in selecting a career cluster and develop a four-year plan of courses to be taken. This career plan is then used in the registration process for their remaining high school years. Competencies from critical thinking, workplace readiness, and decision-making units are blended to aid students in their career-decision making process.



## SCIENCE

Students entering grade nine before 2012-2013 school year will be required to earn 3 science credits which include, one credit in Biology; one credit in Physical Science, Chemistry, or Physics; and one science elective prior to graduation. Students entering grade nine in 2013-2014 school year will be required to earn 3 science credits, which must include, 1 credit Biology, 1 credit Chemistry or Physics and 1 credit equally rigorous to Biology, Chemistry and Physics (ex: Earth Space Science/Physical Science). In addition, students who enter ninth grade in Fall of 2012 must pass the Biology EOC Exam in order to graduate high school. Students are strongly recommended, but not required, to take a fourth science.

### 2000310/MMB BIOLOGY 1

Credit: 1.0

Prerequisite: None

Type of Credit: Science

This course provides students with exploratory activities, virtual laboratory experiences and real-life applications in the biological sciences. The content includes the following concepts: nature of science, matter, energy, chemical processes of life, reproduction and communication of cells, basic study of genetics, organization, classification and taxonomy, structure, reproduction and function of plants, animals, and microorganisms, interdependence of living things, adaptations, and the impact of technology on society. Preserved animal studies may be a part of this course. **All students are required to pass Biology 1. For students entering 9th grade in 2011-2012, thirty percent of their final grade will be based on the state Biology 1 End of Course Exam. Students will be required to take the exam in order to be awarded credit. Students entering 9th grade after 2011-2012, will be required to earn a passing score on the state Biology 1 End of Course Exam in order to earn credit.**

### 2000320/MMC BIOLOGY 1 HONORS

Credit: 1.0

Prerequisite: Teacher/Counselor Recommendation

Type of Credit: Science

This advanced course provides integrated virtual laboratory experiences and real-life applications in the essential processes of life. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations and changes through time. Laboratory investigations will include the use of the scientific process, measurement, observations, predictions, reasoning and problem solving skills. Preserved animal studies may be a part of this course. **For students entering 9th grade in 2011-2012, thirty percent of their final grade will be based on the state Biology 1 End of Course Exam. Students will be required to take the exam in order to be awarded credit. Students entering 9th**



**grade after 2011-2012, will be required to earn a passing score on the state Biology 1 End of Course Exam in order to earn credit.**

### **2003340/MOE CHEMISTRY 1**

Credit: 1.0

Prerequisite: Algebra 1

Type of Credit: Science

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

### **2001310/MNB EARTH-SPACE SCIENCE**

Credit: 1.0

Prerequisite: None

Type of Credit: Science

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

### **2001320/MNC EARTH-SPACE SCIENCE HONORS**

Credit: 1.0

Prerequisite: Teacher/Counselor Recommendation

Type of Credit: Science

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



**2003310/MOB PHYSICAL SCIENCE**

Credit: 1.0

Prerequisite: None

Type of Credit: Science

The purpose of this course is to provide opportunities to study the concepts of basic chemistry, physics and earth science. The content will include, but is not limited to the following: the nature of science, structure of the atom, structure and properties of matter, chemical reactions, entropy and conservation of matter, interactions of energy and matter, the universe and planet Earth. Virtual laboratory activities are an integral part of this course.

**2003380/MOI PHYSICS 1**

Credit: 1.0

Prerequisite: Algebra 1

Type of Credit: Science

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

**8106810/UWT AGRISCIENCE FOUNDATIONS 1**

Credit: 1.0

Length: Year

Prerequisite: None

Type of Credit: Elective, Science

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



## **SOCIAL STUDIES**

### **2102335/NNQ ECONOMICS WITH FINANCIAL LITERACY**

Credit: .50

Length: Semester

Prerequisite: None

Type of Credit: Required for Graduation

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

### **2102345/NNR ECONOMICS WITH FINANCIAL LITERACY HONORS**

Credit: .50

Length: Semester

Prerequisite: Teacher Recommendation

Type of Credit: Required for Graduation

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

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



## **2106350/NUF LAW STUDIES**

Credit: 0.5

Prerequisite: None

Type of Credit: Elective

This course provides an understanding of the American legal process. Content will include historical antecedents for law, constitutional guarantees, different kinds of laws, adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationship, social values and their impact on interpretations of the law, and the supremacy of the Constitution.

## **2107300/NVA PSYCHOLOGY 1**

Credit: 0.5

Prerequisite: None

Type of Credit: Elective

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

## **2107310/NVB PSYCHOLOGY 2**

Credit: 0.5

Prerequisite: Psychology 1

Type of Credit: Elective

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

## **2107350/NVC ADVANCED PLACEMENT PSYCHOLOGY**

Credit: 1.0

Prerequisite: Psych 1/ and Bio 1 Honors/or Anatomy and Phys and Teacher/Counselor Recommendation

Type of Credit: Elective

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides a systematic and



scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists used in their science and practice. The content should include, but not be limited to the following: methods, biological basis of behavior, sensation and perception, states of consciousness, learning cognition, motivation emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. **Student must participate in the AP exam administered in May at their zoned high school.**

### **2108300/NWA SOCIOLOGY**

Credit: 0.5

Prerequisite: None

Type of Credit: Elective

This course provides an understanding of group interaction and its impact on individuals. Content will include the methods of study employed by sociologists; social institutions and norms; relationships between the sexes; racial and ethnic groups; the handicapped; societal determinants; group behavior; the socialization process; social classes, deviation, conflict, roles, stratification, and participation; and social organizations and institutions.

### **2106310/NNN UNITED STATES GOVERNMENT**

Credit: 0.5

Prerequisite: None

Type of Credit: **Required for Graduation**

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

### **2106320/NNS UNITED STATES GOVERNMENT HONORS**

Credit: 0.5

Prerequisite: Teacher/Counselor Recommendation

Type of Credit: **Required for Graduation**



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

### **2100310/NMB UNITED STATES HISTORY**

Credit: 1.0

Prerequisite: None

Type of Credit: **Required for Graduation**

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. **For students entering 9th grade in 2012-2013, thirty percent of their final grade will be based on the state U.S. History End of Course Exam. Students will be required to take the exam in order to be awarded credit.**

### **2100320/NMC UNITED STATES HISTORY HONORS**

Credit: 1.0

Prerequisite: Teacher/Counselor Recommendation

Type of Credit: **Required for Graduation**

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity



to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g. Social Studies fair, projects for competitive evaluation, or other teacher-directed projects). **For students entering 9th grade in 2012-2013, thirty percent of their final grade will be based on the state U.S. History End of Course Exam. Students will be required to take the exam in order to be awarded credit.**

### **2109310/NXB WORLD HISTORY**

Credit: 1.0

Prerequisite: None

Type of Credit: **Required for Graduation**

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

### **2109320/NXC WORLD HISTORY HONORS**

Credit: 1.0

Prerequisite: Teacher/Counselor Recommendation

Type of Credit: **Required for Graduation**

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



based paper/project (e.g. Social Studies fair, projects for competitive evaluation, or other teacher-directed projects).

### **2103400/NRS ADVANCED PLACEMENT HUMAN GEOGRAPHY**

Credit: 1.0

Prerequisite: Adv. U.S. History/ (M/J)/or Honors World History/ Teacher Recommendation

Type of Credit: Elective

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

### **2109380/NYB ADVANCED PLACEMENT EUROPEAN HISTORY**

Credit: 1.0

Prerequisite: World History Honors/ AP U.S. History/ Teacher Recommendation

Type of Credit: Elective

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

## **CAREER AND TECHNICAL EDUCATION**

### **8106810/UWT AGRISCIENCE FOUNDATIONS 1**

Credit: 1.0

Length: Year

Prerequisite: None

Type of Credit: Elective, Science

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science



principles; environmental principles; Agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in Agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

### **8111510/UXP VETERINARY ASSISTING 1**

Credit: 1.0

Length: Year

Prerequisite: None

Type of Credit: Elective, Science

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

### **8111540/UXQ VETERINARY ASSISTING 2**

Credit: 1.0

Length: Year

Prerequisite: Veterinary Assisting 1

Type of Credit: Elective, Science

This course is designed to develop competencies in the areas such as global importance of the animal industry; career opportunities; animal behavior; animal welfare; and animal control.

## **TRAFFIC SAFETY/DRIVER EDUCATION**

### **1900310/LTB DRIVER EDUCATION/TRAFFIC SAFETY CLASSROOM AND LABORATORY**

Credit: .50

Length: Semester

Prerequisite: None

Type of Credit: Elective

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



## MIDDLE SCHOOL COURSE OFFERINGS

### LANGUAGE ARTS

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

Offered: Grade 6

Prerequisite: None

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, critical thinking, and study skills in preparation for college and career readiness. This course includes composition instruction which emphasizes the writing process (pre-writing, drafting, and revising) and addresses elements of mechanics and grammar. Literature study will include a variety of selections.

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

Offered: Grade 7

Prerequisite: Completion of M/J Language Arts 1

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, critical thinking, and study skills in preparation for college and career readiness. This course includes composition instruction which emphasizes the writing process (pre-writing, drafting, and revising) and addresses elements of mechanics and grammar. Literature study will include a variety of selections.

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

Offered: Grade 8

Prerequisite: Completion of M/J Language Arts 2

Through the use of interactive, virtual communication tools such as discussion boards, webinars, web chats, and electronic assignment submission, students will integrate language arts study in reading, writing, speaking, listening, critical thinking, and study skills in preparation for college and career readiness. 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 following the writing process.

#### 1001020/GAC M/J LANGUAGE ARTS 1, ADVANCED



Offered: Grade 6

Length: Year

Prerequisite: Grade 5 test data, report card grades, and teacher recommendation

The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### **1001050/GBC M/J LANGUAGE ARTS 2, ADVANCED**

Offered: Grade 7

Length: Year

Prerequisite: Completion of M/J Language Arts 1 or M/J Language Arts 1, Advanced

The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### **1001080/GCC M/J LANGUAGE ARTS 3, ADVANCED**

Offered: Grade 8

Length: Year

Prerequisite: Completion of M/J Language Arts 2 or M/J Language Arts 2, Advanced

The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## **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 GRADE 6 MATHEMATICS**

Offered: Grade 6

Length: Year

Prerequisite: None

In Grade 6 Mathematics, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;



(2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions, equations and inequalities; and (4) developing understanding of statistical thinking

### **1205020/IAC GRADE 6 MATHEMATICS ADVANCED**

Offered: Grade 6

Length: Year

Prerequisite: Teacher Recommendation from the Elementary School and FCAT Level 3

In Grade 6 Mathematics Advanced, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions, equations and inequalities; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions, linear equations and inequalities.

### **1205020H/IACH GRADE 6 MATHEMATICS ADVANCED HONORS**

Offered: Grade 6

Length: Year

Prerequisite: Teacher Recommendation from the Elementary School and FCAT Level 4 and 5

In Grade 6 Mathematics Advanced Honors, instructional time should focus on seven critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions, equations and inequalities; (4) developing understanding of statistical thinking and probability; (5) completing the understanding of and applying proportional relationships; (6) completing the understanding of operations with rational numbers and working with expressions, linear equations and inequalities; and (7) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.

### **1205040/IAE GRADE 7 MATHEMATICS**

Offered: Grade 7

Length: Year

Prerequisite: Grade 6 Mathematics or equivalent

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 GRADE 7 MATHEMATICS ADVANCED**

Offered: Grade 7

Length: Year

Prerequisite: Grade 6 Mathematics Advanced or Grade 6 Mathematics Honors and FCAT Level 3

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 Grade 7 Mathematics and Grade 8 Mathematics 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 GRADE 8 PRE-ALGEBRA**

Offered: Grade 8

Length: Year

Prerequisite: Grade 7 Mathematics or equivalent

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.

### **1205080/IAH GRADE 8 PRE-ALGEBRA ADVANCED**

Offered: Grade 8

Length: Year

Prerequisite: **Grade 7 Mathematics Advanced or equivalent and FCAT Level 3**

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: Grade 8 Pre-Algebra or Equivalent

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.

### **1200320/IMC ALGEBRA 1 HONORS\***

Offered: Grade 7, 8

Length: Year

Prerequisite: Grade 6 Math Advanced or Grade 7 Math Advanced Grade 8 Pre-Algebra Advanced and FCAT Level high 3, 4 and 5

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).

### **1200340/IME ALGEBRA 2 HONORS\***

Offered: Grade 8

Length: Year

Prerequisite: Algebra 1 Honors and FCAT Level 4 and 5

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).

## **PHYSICAL EDUCATION**

### **1508600/KCO M/J COMPRE GRADE 6/7**

Length: Semester

Prerequisite: None

This course is designed for 6th and 7th grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. 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.

## **SCIENCE**

### **2002040/MCJ M/J COMPREHENSIVE SCIENCE 1**

Offered: Grade 6

Prerequisite: None

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

### **2002050/MCF M/J COMPREHENSIVE SCIENCE 1, ADVANCED**

Offered: Grade 6

Prerequisite: Teacher Recommendation

This course provides an in-depth study of earth, life and physics concepts. Topics include, but are not limited to, the following: the nature of science, the properties of matter, energy, force and motion, processes that shape the earth, organization of the Solar System, structure and function of living things, genetic diversity, interactions of living things with their environment, conservation, and the impact of



technology on our society. Students taking this advanced course should have a good background in mathematics and reading. Advanced virtual labs are integral to this course.

### **2002070/MCM M/J COMPREHENSIVE SCIENCE 2**

Offered: Grade 7

Prerequisite: None

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

### **2002080/MCN M/J COMPREHENSIVE SCIENCE 2, ADVANCED**

Offered: Grade 7

Prerequisite: Teacher Recommendation

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

### **2002100/MCP M/J COMPREHENSIVE SCIENCE 3**

Offered: Grade 8

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. Virtual labs are an integral part of this course.

### **2002110/MCR M/J COMPREHENSIVE SCIENCE 3, ADVANCED**

Offered: Grade 8

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. Virtual advanced labs are integral to this course.



## **SOCIAL STUDIES**

### **2109010/NEB M/J WORLD HISTORY**

Offered: Grade 6

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

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 online 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

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

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 online 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**

Offered: Grade 8

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.

### **2100025/NAE M/J UNITED STATES HISTORY, ADVANCED**

Offered: Grade 8

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 online 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).

## **FOREIGN LANGUAGE**

### **0708000/DIA SPANISH, BEGINNING**

Offered: Grade 6, 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.

### **0708010/DIB SPANISH, INTERMEDIATE**

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

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.

### **0708340/DUE SPANISH 1\* FOR HIGH SCHOOL CREDIT**

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.

### **0708350/DUF SPANISH 2\* FOR HIGH SCHOOL CREDIT**



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.

### **\*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.

### **EXCEPTIONAL STUDENT EDUCATION**

By adopting the universal design principles in creating course materials for our online teaching environments, we improve the academic experience of all of our students including students with disabilities; this makes the learning environment and instructional materials more accessible and usable. The Online Learning team continues to collaborate with ESE Student Support Services to ensure that our content is accessible for a wide range of students with different abilities and learning styles.

The appropriateness of virtual courses is determined by the individual educational plan (IEP) team that makes the diploma decisions for students with disabilities who are eligible for exceptional student education (ESE). For more information regarding which online learning option may be right for your student, contact the Office of Online Learning.

