



**WILDWOOD MIDDLE HIGH SCHOOL**  
**HOME OF THE WILDCATS**  
**2021-2022 CURRICULUM GUIDE**

**Wildwood Middle High School**  
**700 Huey Street, Wildwood, FL 34785**  
**Phone number: 352-748-1314**  
**General FAX number: 352-748-7668**  
**Guidance FAX number: 352-748-5462**

## **Administration**

**Principal: Mr. Jerry Graybeal**

**Assistant Principal: Mr. Allan Hisey**

**Assistant Principal: Ms. Laticia Crosby**

**Assistant Principal Intern: Mrs. Alison Patrick**

## **Curriculum and Instruction**

**Curriculum Assistant: Mrs. Dee Ragar**

**Literacy Coach: Mrs. Alison Patrick**

**Testing Coordinator: Mrs. Chelsea Lipham**

## **Guidance**

**Guidance Counselors: Michele Palko and Lorraine**

**Gordon (interim counselor)**

Please visit our school website at the following URL address:

[www.sumter.k12.fl.us/schools/wmhs](http://www.sumter.k12.fl.us/schools/wmhs)

## **W.M.H.S. MISSION STATEMENT**

Wildwood Middle High School will provide a positive educational environment that promotes maximum learning opportunities through academic training and life experiences cultivated by the efforts of students, parents, faculty, and business partners.

## **W.M.H.S. ALMA MATER**

Down where the swaying palm tree dance  
Beneath the sky, proudly stands our Alma Mater  
As the years go by

### **Chorus**

Wildwood Middle High School thee we love; thee  
We'll never fail, hail to thee our Alma Mater  
Hail to Wildwood, Hail  
Stand forever throned in beauty, Hold its purpose high;  
And the same old Alma Mater  
May it never die.  
(Repeat Chorus.)

## **Course Selection**

All courses listed in this curriculum guide are subject to change pending state and legislative mandates and/or district pupil progression plan decisions. Courses listed in guide may not be offered if there is insufficient student interest. Reminder: The purpose of this guide is to provide information about the possible scope of courses that may be offered during the school year.

## Schedule Changes

A student may request a schedule change with approval of administration, guidance counselors, and/or the curriculum assistant. A student may add or drop a class during the first ten days of the grading period. A consideration for a schedule change will be made according to the following:

- ⇒ Student is in the wrong level and/or course, or is unqualified for the subject.
- ⇒ Student has already completed the course.
- ⇒ Student did not request the course as a first choice or alternate choice when pre-registering in the SPRING.

Schedule changes will not be made solely on the basis of a student wanting a different teacher, period, or course.

Students may add or drop a class during the first ten (10 days) of the grading period. Please consult with the guidance counselor to request such change.

All schedule changes are subject to being denied, upon individual review. All schedule change requests must be signed by a parent.

## General Information

### ⇒ Additional and Make-up Credits and Credit Recovery

Please note that students should periodically make an appointment with their guidance counselor to explore options for credit additions and/or recovery. Options may include after school programs, i.e. Gradpoint and Florida Virtual School offerings. Credit recovery during the school day may be offered to students in lieu of an elective course.

### ⇒ Grading

Honor roll-Students earn honor roll recognition by earning all As and Bs on their quarterly report cards.

Incomplete grades-No incomplete grades are assigned. If a student does not complete the course, the course grade will be calculated based upon submitted and/or completed work.

⇒Progress Reports

Progress reports are prepared each 9 weeks. Refer to school calendar for distribution dates. Students will receive one progress report containing all assigned course grades.

⇒Weighted Grade Point Average (GPA)

For the purpose of district ranking, a weighted grade point average will be used based upon the following 5.0 scale.

A	5 grade points
B	4 grade points
C	3 grade points
D	2 grade points
F	0 grade points

For purposes other than those used in the district, the state's 4.0 scale will be used.

**Honor graduate-In order to graduate with honors, a student must have at least a 3.5 cumulative weighted GPA with no rounding. For honors status, the student's GPA is computed through the end of the third nine weeks.**



## WILDCAT CLASS PLACEMENTS 2020-2021

Incoming grade for 2019-2020	Need to meet the following criteria
TO ENTER INTO Grade 9	Promotion or verified completion from grade 8
TO ENTER INTO Grade 10	5 credits and one must be English or math
TO ENTER INTO Grade 11	10 credits and 4 of them must be CORE
TO ENTER INTO Grade 12	17 credits and 8 of them must be CORE

**Starting with the 2016-2017 entering freshman cohorts, promotion will also require a 1.8 minimum GPA.**

**To earn a standard high school diploma, the student must earn 24 required credits and have at least a 2.0 grade point average. Additional requirements to earn a standard high school diploma include the following: pass the FSA ELA assessment and required END OF COURSE exams, and meet Sumter County School Board attendance policy requirements.**

## GRADUATION REQUIREMENTS

Subject Area	Entered 9 <sup>th</sup> Grade In 2014-15 and Forward
English	4 Credits ELA I, II, III, IV ELA honors, Advanced Placement, AICE and dual enrollment courses may satisfy this requirement
Mathematics*	4 credits including Algebra I, Geometry or their equivalents or a higher level mathematics course (See appendix 5 for equally rigorous)
Science*	3 Credits in Science One of which must be Biology 1, two of which must equally rigorous science courses Two of the three must have lab component. One credit Biology I and two credits in equally rigorous courses. (See appendix 5 for equally rigorous)
Social Studies	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities (2credits)
Practical Arts/ Performing Fine Arts	1 credit in Fine or Performing Arts, Speech, and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit physical education to include the integration of health
Electives	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics Intervention courses
Total Credits **	24 (to include one online course)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale
High School Testing and Graduation Requirements (Subject to State Statute Adjustments)	Gr 10 FSA ELA: Level 3 Algebra I EOC: Level 3 and must be 30% of Course Grade Geometry EOC- 30% of Course Grade Biology EOC- 30% of Course Grade U.S. History EOC-30% of Course Grade Algebra II-30% of Course Grade (if enrolled)***
*	Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) or one science credit (except Biology 1). An identified rigorous computer science course may substitute for up to one math credit (except for algebra I or geometry) or one science credit (except for Biology 1). An identified computer science credit may not be used to substitute for both a mathematics and a science credit. A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit credits
**	The online requirement does not apply to a student who has an IEP, which indicates that an online course would be inappropriate, or to an out-of-state transfer student who has one academic year or less remaining in high school
***	EOC will count for 30% of grade for any student enrolled Algebra II during the 2016-17 school year only

\*Graduation Requirements apply based on when a student entered 9<sup>th</sup> grade regardless of their current grade level status. This chart provides for students who may be completing a 5<sup>th</sup> year in high school. For additional explanation, see notes to follow. [For Course Substitutions and Waivers, (see Appendix 4)]

\*\* The online requirement does not apply to a student who has an IEP, which indicates that an online course would be inappropriate, or to an out-of-state transfer student who has one academic year or less remaining in high school

\*\*\* 2015 FSA Algebra I and Geometry EOC Spring administration was not used as 30% by state decree, so those students earned credit without the EOC

\*\*\*\* EOC will count for 30% of grade for any student enrolled Algebra II during the 2016-17 school year only

## W.M.H.S. AND L.S.S.C. DUAL ENROLLMENT INFORMATION

A student is given both high school and college credit upon successful completion of a dual enrollment course. In order to be placed in an approved dual enrollment course, a student must meet the following criteria:

- ⇒ Have a minimum unweighted cumulative 3.0 grade point average
- ⇒ Have a College Readiness acceptable minimum scores on the SAT, ACT, or PERT (See info below.)

Posted are the minimum scores needed to qualify for dual enrollment.  
Update: New score requirements for 2018-2019. ---NEW RELEASE---  
SPP 2019-2020-Appendix 8, Page 9 of 16

SAT	ACT	PERT <small>Student must pass Reading and one other section to be eligible for DE. Scores are valid for up to two years.</small>
Reading: 24	Reading: 19	Reading: 106
Math: 24	English: 17	Writing: 103
Writing: 25	Math: 19	Math/Algebra: 114

Currently, there is only one math dual enrollment courses offered on site at W.M.H.S. Off campus Sumterville L.S.S.C. dual enrollment courses will be offered first and second periods. Students who are dual-enrolling in morning L.S.S.C. courses must register and attend two courses. It is the student's responsibility to see his\her guidance counselor for a dual enrollment application. The student is also responsible for noting and complying with dual enrollment policies and deadlines. More information on L.S.S.C. dual enrollment is located on the following website: [www.lssc.edu](http://www.lssc.edu).



## TESTING SERVICES

(SUBJECT TO CHANGE DUE TO STATE LEGISLATION)

Note that various standardized tests are routinely administered. Other individual and group tests are given when the situation(s) is feasible. Please contact guidance counselor and/or the testing coordinator to discuss and interpret test results.

Posted are the grade level appropriate tests.

--Subject to test requirements needs--

Grade 6	FSA Reading, FSA Writing, FSA Math
Grade 7	FSA Reading, FSA Writing, FSA Math or math course assessment equivalent, Civics EOC
Grade 8	FSA Reading, FSA Writing, FSA Math or math course assessment equivalent, FCAT Science Grade 8, PSAT
Grade 9	FSA Reading, FSA Writing, FSA Algebra I EOC or math course assessment equivalent, PSAT, *AP testing, if applicable, *AICE testing, Biology I EOC, if applicable
Grade 10	FSA Reading, FSA Writing, Biology I EOC, Geometry EOC, PERT, PSAT, *AP testing, if applicable, *AICE testing, if applicable
Grade 11	ASVAB, PERT, PSAT, SAT School Day, SAT, ACT, US History EOC, *AP testing, if applicable, *AICE testing, if applicable
Grade 12	SAT, ACT, ASVAB, PERT, *AP testing, if applicable, *AICE testing, if applicable

**Based on state legislation, any grade level student may be subject to additions or deletions of test administrations, as needed.**

**\*\*Specific course enrollment and additional assessments are highly**

**recommended due to diploma designation requirements.**

**Additional notes:**

- ⇒ Independent testing companies administer the SAT and ACT. Based on free or reduced lunch fee status, students may be eligible for SAT and ACT test fee waivers. Please contact high school guidance counselor for additional information regarding test fee waivers.
  - For more information on SAT, consult the following website: [www.collegeboard.com](http://www.collegeboard.com).
  - For more information on ACT, consult the following website: [actstudent.org](http://actstudent.org).
  - Students receive 2 free FEE waivers per lifetime.
- ⇒ \*Additional ADVANCED PLACEMENT testing is scheduled in the SPRING\MAY for those students who are enrolled in AP courses.
- ⇒ \*Additional AICE CAMBRIDGE testing is scheduled in the SPRING for those students who are enrolled in AICE CAMBRIDGE courses.

## **FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM**

Please reference the following website for additional information:

<https://www.floridastudentfinancialaidsg.org/PDF/FAS-FMS.pdf>.

## **SCHOLAR DIPLOMA DESIGNATION**

**(from Sumter County's Pupil Progression Plan 2018-2019, pg.66)**

**9<sup>th</sup> Grade Cohorts 2014-2015 and Forward**

In addition to meeting the 24-credit standard high school diploma requirements, a student must:

- ⇒ Earn 1 credit in Algebra 2; or an equally rigorous math course;
- ⇒ Pass the Geometry EOC
- ⇒ Earn 1 credit in Statistics or an equally rigorous mathematics course;
- ⇒ Pass the Biology 1 EOC;
- ⇒ Earn 1 credit in Chemistry or Physics;
- ⇒ Earn 1 credit in a course equally rigorous to Chemistry of Physics;
- ⇒ Pass the U.S. History EOC;
- ⇒ Earn 2 credits in the same World Language; and
- ⇒ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

**\*Scholar Diploma Designation Exemptions:** A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

#### **Merit Diploma Designation**

In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a merit diploma designation a student must attain one or more industry certifications from the state approved list.

Graduation requirements are based on the requirements in effect when a student first enters the ninth grade with the exception of those elements changed by law and placed in effect during the student's enrollment, (i.e. increased GPA requirements).

Beginning 2008-2009, the high school diploma will include designations for the following: Postsecondary Credit, Industry Certification, and Florida Ready to Work Credential.

## **CERTIFICATE OF COMPLETION**

**(from Sumter County's Pupil Progression Plan 2019-2020, pg. 78)**

To be awarded a Certificate of Completion, a student must have the following:

- ⇒ Been unable to demonstrate mastery of the Florida Standards Assessment (FSA) and/or the State Student Performance Standards.
- ⇒ Earned the appropriate credits in grade 9-12 as specified in the General Requirements for Graduation including the required courses listed.
- ⇒ Been unable to earn the required 2.0 cumulative grade point average in grades 9-12 based on a 4.0 scale.

This section does not apply to students who have chosen one of the accelerated graduation options, nor does it apply to ESE students who have qualified for an FSA Waiver.

Students completing high school under this option who failed to pass the FSA or the Algebra 1 EOC and fail to earn concordant scores in ACT or SAT shall not march in graduation exercises or participate in any other senior graduation activities. Numerous remediation opportunities will continue to be offered by the school to assist students in earning a standard diploma.

**\*Exception: Foreign exchange students that are enrolled as seniors for cultural exchange will be allowed to march in graduation exercises, whether or not they actually earn a diploma.**

**A student may, in lieu of acceptance of a Certificate of Completion, elect to return to the secondary school for up to one additional year of remedial assistance.**

**A student who has been awarded a Certificate of Completion shall be admitted to the Adult Education Program at any time and given special assistance in areas of deficiency. The Adult FCAT 2.0 shall be made available through the Adult Education Program for students or others who have not previously qualified for a standard diploma.**

### **SUMTER AND/OR FLORIDA VIRTUAL COURSES**

**A vast array of Sumter Virtual and/or Florida Virtual classes are available to students. Note: Each standard diploma student must take a guidance-approved at least one class (.5 or 1 credit) to meet graduation requirements. See guidance for currently available virtual class listings for Sumter Virtual and/or Florida Virtual.**

### **SUMTER DISTRICT GRADING SCALE**

**Additional note: Weighted GPA: For the purpose of district class ranking, a weighted GPA will be used based on the following 5.0 scale:**

**A= 5 grade points, B=4 grade points, C=3 grade points, D=2 grade points, and F=0 grade points**

<b>GRADE</b>	<b>PERCENT</b>	<b>GRADE POINT VALUE</b>	<b>DEFINITION</b>
<b>A</b>	<b>90-100</b>	<b>4 grade points</b>	<b>Outstanding progress</b>
<b>B</b>	<b>80-89</b>	<b>3 grade points</b>	<b>Above average progress</b>
<b>C</b>	<b>70-79</b>	<b>2 grade points</b>	<b>Average progress</b>
<b>D</b>	<b>60-69</b>	<b>1 grade point</b>	<b>Lowest acceptable progress</b>
<b>F</b>	<b>0-59</b>	<b>0 grade point</b>	<b>Failure</b>

## AVID (Advancement Via Individual Determination)

### WMHS offers grades 6-12 AVID courses.

<p>What is AVID?</p> <p>⇒ An acronym that stands for the following: ADVANCEMENT VIA INDIVIDUAL DETERMINATION.</p>	<p>AVID is an academic, regularly scheduled elective class, which focuses on the following:</p> <ul style="list-style-type: none"><li>⇒ writing as a tool of learning,</li><li>⇒ the inquiry method, and</li><li>⇒ collaborative grouping.</li></ul> <p>The three main components of the AVID program is as follows:</p> <ul style="list-style-type: none"><li>⇒ academic instruction,</li><li>⇒ tutorial support, and</li><li>⇒ motivational activities.</li></ul> <p>The AVID College Readiness System is offered in fourth through twelfth grade and continuing postsecondary institutions.</p>
<p>AVID Mission Statement</p>	<p>AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.</p>
<p>Are you an AVID student?</p>	<p>An AVID student is an average (academically “in the middle”) student capable of completing a college preparatory path with support. An AVID student often does not realize his/her full academic potential. An AVID student volunteers/elects to be in the program while having a willingness to work hard for personal accomplishment. In the recommendation and recruitment process a number of criteria are considered, including, but not limited to, the following:</p> <ul style="list-style-type: none"><li>◆ State assessment scores,</li><li>◆ Grades,</li><li>◆ Citizenship,</li><li>◆ Attendance,</li><li>◆ Desire and determination,</li><li>◆ First in family to attend college,</li><li>◆ Historically underrepresented in 4-year colleges,</li><li>◆ Economically disadvantaged, and</li></ul>

	<ul style="list-style-type: none"> <li>▶ Other special circumstances.</li> </ul> <p>While all of the criteria are considered for program acceptance, no single criterion will necessarily eliminate a student from program consideration. The AVID program should reflect the demographics of the serving school. Students participating in special education, gifted, and ESL programs will be considered for AVID abased on the same criteria. Currently, there are a number of students from all groups successfully participating in the AVID program.</p>
<p>If I am recommended for AVID, what is required of me?</p>	<ul style="list-style-type: none"> <li>▶ Must attend an AVID Elective course (Course available grades 6-11)</li> <li>▶ Enroll in one or more advanced or College Board Advanced Placement course(s)</li> <li>▶ Maintain satisfactory attendance and citizenship</li> <li>▶ Maintain the AVID binder with assignment/grade record sheets and daily notes in all classes</li> <li>▶ Complete tutorial requests forms for AVID Elective class (TRFs)</li> <li>▶ Complete all homework assignments and commit to studying every night</li> </ul>
<p>Note that AVID IS <b><u>NOT</u></b> THE FOLLOWING:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A remedial program</li> <li><input checked="" type="checkbox"/> A “free ride”</li> <li><input checked="" type="checkbox"/> A school within a school</li> <li><input checked="" type="checkbox"/> A “quick fix”</li> <li><input checked="" type="checkbox"/> An affirmative action program</li> </ul>	

## **W.M.H.S. AND AICE CAMBRIDGE**

From Cambridge International website: “Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge. Our international qualifications are recognized by the world’s best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organization, we devote our resources to delivering high-quality educational programs that can unlock learners’ potential. Our programs and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigor and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources. Every year, nearly a million Cambridge learners from 10000 schools in 160 countries prepare for their future with an international education from Cambridge.

Our mission is to provide educational benefit through provision of international programs and qualifications for school education and to be the world leader in this field.

Together with schools, we develop Cambridge learners who are:

- confident in working with information and ideas – their own and those of others
- responsible for themselves, responsive to and respectful of others
- reflective as learners, developing their ability to learn
- innovative and equipped for new and future challenges
- engaged intellectually and socially ready to make a difference.”

### **AICE CAMBRIDGE courses currently offered at W.M.H.S.**

1. General Paper AS 2019-2020
2. Marine Science AS 2019-2020
3. English Language AS 2020-2021
4. International History AS 2020-2021
5. United States History AS 2020-2021
6. Psychology AS 2020-2021
7. Environmental Management AS 2020-2021
8. Computer Science AS 2020-2021
9. English Language A 2021-2022
10. Global Perspectives 2021-2022

# CAMBRIDGE AICE PROGRAM

## Why choose Cambridge Assessment International Education?

The Advanced International Certificate of Education program (AICE) is an innovative and accelerated method of academic study offered solely through the Cambridge Assessment International Education, a division of the University of Cambridge in the United Kingdom-an institution consistently ranked as one of the top five academic universities in the world.

## Why should students enroll in AICE courses?

The AICE program of student offers students one of the most demanding and rigorous college preparatory programs in the world.

Below are the tentative course offerings for W.M.H.S.:

**CAMBRIDGE DIPLOMA INFORMATION**

To earn the AICE Diploma, candidates must take SEVEN courses and pass all seven exams:

- One exam from Groups 1, 2, 3
- AS Global Perspectives
- Three additional Cambridge courses from any Group
- Group 4 credits are NOT required for the AICE Diploma, but may be school prerequisites

All SEVEN courses must be completed within three school years (a 25 month period). Students may apply for their AICE Diploma in 11th or 12th grade, depending on when they start courses or if they need to retake exams they have not passed AS exams count as one point toward the diploma. AL exams count as two points toward the diploma.

**Group 1: Mathematics & Science**  
AS Marine Science  
AS Environmental Management  
AS Computer Science  
AS Psychology\*

**Group 2: Languages**  
AS English Language  
A English Language

**Group 3: Arts & Humanities**  
AS International History  
AS US History  
AS Psychology\*

**Group 4: Interdisciplinary & Skills-based (2 credits only)**  
AS General Paper  
AS Global Perspectives\*\*

\*AS Psychology is a Social Science course and can count in either the Math/Science OR Humanities categories. However, it counts as an elective credit on the high school transcript.  
\*\*AS Global Perspectives is a required course/exam to earn the AICE Diploma.

**LEADERSHIP TEAM**

- Principal: Jerry Graybeal
- AICE AP: Laticia Crosby
- Counselor: TBA
- Curriculum Coordinator: Dee Ragar

**TEACHER TEAM**

- Testing Coordinator: Chelsea Lipham
- AICE General Paper AS and English Language AS: Kylie Ondriezek
- AICE Marine Science AS and AICE Computer Science AS: Travis Childs
- AICE Environmental Management AS: Emily Keeler
- AICE Psychology AS: Summer Holtzhower
- AICE International History AS and US History AS: Lauren McCreadie



**EPIC ACADEMY: TEACHING ACADEMY:**  
**Extraordinary People Influencing Change**

Are you interested in working toward your teaching degree while still in school?

Do you like working collaboratively and problem solving?

Are you interested in learning leadership and people skills?

--First cohort to enter the EPIC Academy: 2019-2020!--

Before entering EPIC, you must have/complete the following:

- 3.0 unweighted GPA
- PERT (must pass by 10<sup>th</sup> grade year to continue in EPIC)
  - Submit EPIC Interest Form to teacher.

<p align="center"><b>EXTRAORDINARY</b></p> <ul style="list-style-type: none"> <li>• 10<sup>th</sup>-12<sup>th</sup> grade year</li> <li>• Education Electives</li> <li>• Advanced level core courses</li> <li>• Pathway to education prerequisites at LSSC</li> </ul>	<p align="center"><b>PEOPLE</b></p> <ul style="list-style-type: none"> <li>• EPIC Teacher is your personal mentor</li> <li>• Internship experience</li> <li>• Field trips to colleges</li> <li>• Role model on campus</li> </ul>
<p align="center"><b>INFLUENCING</b></p> <ul style="list-style-type: none"> <li>• Resume building skills</li> <li>• Leadership opportunities</li> <li>• Change agent</li> </ul>	<p align="center"><b>CHANGE</b></p> <ul style="list-style-type: none"> <li>• Opportunity awaits</li> <li>• Admission preference for LSSC-BSE program</li> <li>• Guaranteed interview in Sumter County</li> <li>• Hiring preference in Sumter County</li> </ul>

What are the incentives to joining EPIC?

- ⇒ College bound educational prep program
- ⇒ Access to additional scholarship money
- ⇒ Online dual enrollment coursework support by Academy teacher
- ⇒ Optional paid employment through Sumter District Schools for 11<sup>th</sup> and 12<sup>th</sup> grade summers

## W.M.H.S. Content Areas

### AGRICULTURE

<b>Middle grade AGRICULTURE SEQUENCE</b> Grade 6-Introduction to Agriscience Grade 7-Exploration of Agriscience Grade 8-Agriscience Foundations 1-See below. (EQ)	<b>Grades 6-8</b>	<b>Course number:</b> <b>Course number:</b> 6 <sup>th</sup> grade: 8100120 (semester) 7 <sup>th</sup> grade: 8100210 (semester) 8 <sup>th</sup> grade: 8106810 (year) (One high school credit) Level 3 course
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The purpose of these courses is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

<b>Agriscience Foundations 1 (EQ)</b>	<b>Grades 8-12</b>	<b>Course number:</b> 8106810 (One credit) Level 3 course
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The purpose of this course is designed for students 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.

<b>Introduction to Horticulture 2 PRACTICAL ART</b>	<b>Grades 9-12</b>	<b>Course number: 8121510 (One credit) Level 3 course</b>
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**Prerequisite: Agriscience Foundations I**

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

<b>Horticulture Science 3 PRACTICAL ART</b>	<b>Grades 10-12</b>	<b>Course number: 8121520 (One credit) Level 3 course</b>
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This purpose of this course is designed to develop competencies in the areas of industry regulations; plant classification; plant transportation; soil sampling and analysis; fertilizer calculations; recording keeping; irrigation components, water quality; drainage; integrated pest management; pesticide safety and regulations; equipment calibration; chemical growth regulators; xeriscaping; integrated landscape management; safe use of power equipment; record keeping; and employability skills.

<b>Landscape/Turf Science 4</b>	<b>Grades 11-12</b>	<b>Course number: 8121310 (One credit)</b>
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**Prerequisite: Landscape/Turf Science 3**

The purpose of this course is designed to further develop competencies in the areas of use and maintenance of landscape and turf equipment; classification of plants and turf grass; fertilization; and irrigation.

<b>Landscape/Turf Science 5</b>	<b>Grades 11-12</b>	<b>Course number: 8121320 (One credit)</b>
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**Prerequisite: Introduction to Horticulture 3**

The purpose of this course is designed to further develop competencies in the areas of chemical application; equipment calibration; analyzing and designing landscape and turf; preparing estimates and contracts; and lay out and installation of landscape, interiorscape and turf.

Sports and Recreational Turf Operations 6	Grades 11-12	Course Number: 8121410 (One credit)
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**Prerequisite: Landscape/Turf Science 5**

The purpose of this course is designed to further develop competencies in the areas of chemical application; equipment calibration; analyzing and designing turf; and lay out and installation of turf.

Agribusiness Cooperative Education (Agriculture, Food and Natural Resources Cooperative Education-OJT)	Grades 11-12	Course Number: 8100410 (One credit per course offering)
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**Prerequisite: Program completion, teacher Recommendation**

The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is used to prepare students for employment in agricultural occupations.

Animal Science and Services 2 (Course 2 for this course pathway)	Grades 11-12	Course Number: 8106210
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Pending district approval for 2020-2021

## ART

Middle grades ART Grade 6-M/J Exploring 2D Art Grade 7- M/J 2-D Studio Art 1 Grade 8-M/J 2-D Studio Art 2	Grades 6-8	Course Number: Grade 6: 0101005 (semester) Grade 7: 0101010 (year) Grade 8: 0101020 (year)
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**The purpose of these courses are as follows:**

**Grade 6: 0101005 (.5):** Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course

incorporates hands-on activities and consumption of art materials.

**Grade 7: 0101010 (year):** Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

**Grade 8: 0101020 (year):** Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

<b>Drawing 1 PERFORMING ART</b>	<b>Grades 9-12</b>	<b>Course Number: 0104340 (One credit)</b>
<b>This purpose of this course is to teach students basic drawing techniques. Emphasis will be placed on the development of individual drawing styles. Students will learn about the elements of art, principles of design, and about artists famous for their drawings.</b>		

<b>Drawing 2 PERFORMING ART</b>	<b>Grades 9-12</b>	<b>Course Number: 0104350 (One credit)</b>
<b>Prerequisite: Drawing I</b> <b>The purpose of this course is to teach students to create works of art using the compositional features of the elements of art and principles of design. Students will also learn to analyze and critique famous works of art.</b>		

<b>Painting 1 PERFORMING ART</b>	<b>Grades 9-12</b>	<b>Course Number: 0104370 (One credit)</b>
<b>The purpose of this course is to introduce students to the basic painting process. Areas of study will include color theory and composition. Students will learn about the elements of art, principles of design, and about artists famous for their drawings.</b>		

<b>Painting 2 PERFORMING ART</b>	<b>Grades 9-12</b>	<b>Course Number: 0104380 (One credit)</b>
<p><b><u>Prerequisite: Painting I</u></b></p> <p>The purpose of this course is to teach students various painting techniques. The development of individual painting styles is emphasized. Students will create works of art using the compositional features of the elements of art and principles of design. Students will also learn to analyze and critique famous works of art.</p>		

<b>Portfolio Development: Drawing Honors PERFORMING ART</b>	<b>Grades 11-12</b>	<b>Course Number: 0109310 (One credit)</b>
<p>The purpose of this course is to provide students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.</p>		

### **AUTOMOTIVE TECHNOLOGY-DISCONTINUED PROGRAM**

<b>Middle grades AUTO SEQUENCE</b> <b>Grade 6-Orientation to Career Clusters</b> <b>Grade 7-Introduction to Transportation, Distribution and Logistics</b> <b>Grade 8-Fundamentals of Transportation</b>	<b>Grades 6-8</b>	<b>Course number:</b> <b>Grade 6: 8000400 (.5 credit)</b> <b>Grade 7: 9590350 (.5 credit)</b> <b>Grade 8: 9590400 (1 credit)</b>
<b><u>Grade 6-Orientation to Career Clusters (AUTO)</u></b>		

~~The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the seventeen career clusters. This course is a compilation of modules for each of the seventeen career clusters and is designed to provide flexibility in course offerings. Any number of modules can be selected to comprise a course that meets the needs of the students. The content includes, but is not limited to, the orientation of students to career pathways in the career and technical education field. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.~~

#### Grade 7 Introduction to Transportation, Distribution and Logistics

~~The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the transportation, distribution and logistics career cluster. This includes but is not limited to coherent and rigorous content aligned with the challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the transportation, distribution and logistics career cluster; providing technical skill proficiency, and competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the transportation, distribution and logistics career cluster. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.~~

#### Grade 8 Fundamentals of Transportation

~~The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the transportation, distribution and logistics career cluster. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of transportation. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry. Instruction and learning activities are provided in a~~

laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

<b>Automotive Maintenance and Light Repair 1</b> <b>Automotive Maintenance and Light Repair 2</b> <b>Automotive Maintenance and Light Repair 3</b> <b>Automotive Maintenance and Light Repair 4</b>	<b>Grades 9-12</b>	<b>Course number:</b> <b>9504110, 9504120,</b> <b>9504130, 9504140</b> <b>(1 credit per course)</b>
<p><b><u>PROGRAM SUMMARY</u></b></p> <p><del>This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistic career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster. The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the <u>Automotive industry</u>; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.</del></p>		

### AVID

<b>AVID</b>	<b>Grade 6-12</b>	<b>Course number:</b> <b>Grade 6: 1700110</b> <b>Grade 7: 1700120</b> <b>Grade 8: 1700130</b> <b>Grade 9: 1700390</b> <b>Grade 10: 1700400</b> <b>Grade 11: 1700410</b> <b>Grade 12: 1700420</b>
<p><b><u>Prerequisite: Application and interview process to include rubric criteria, Teacher recommendation</u></b></p> <p><b>AVID is a college-preparatory program that prepares students to attend a four-year college upon high school graduation. School-wide strategies help prepare all students for college and career readiness.</b></p>		



## BUSINESS

<b>M/J Computer Applications in Business 1 (CAB 1)</b>	<b>Grades 7-8</b>	<b>Course number: 8200520 (semester)</b>
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The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster.

<b>M/J Computer Applications in Business 2 (CAB 2)</b>	<b>Grades 7- 8</b>	<b>Course number: 8200210 (semester)</b>
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**Prerequisite: Computer Applications in Business 1 (CAB 1)**

The purpose of this course is provide students instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

<b>M/J Computer Applications in Business 3 (CAB 3)</b>	<b>Grades 8</b>	<b>Course number: 8200211 (semester)</b>
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**Prerequisite: Computer Applications in Business 2 (CAB 2)**

<b>M/J Coding Principles</b>	<b>Grades 6-8</b>	<b>Course number: 9009200 (semester)</b>
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The purpose of this course is to assist students Information Technology students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the career cluster. The content includes but is not limited to foundational knowledge and skills related to computer coding and software development.

<b>Digital Information Technology PRACTICAL ART</b>	<b>Grades 8-12</b>	<b>Course Number: 8207310 (One credit)</b>
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The purpose of this course is to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts.

<b>Administrative Office Technology 1</b>	<b>Grades 9-12</b>	<b>Course Number: 8212110 (One credit)</b>
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**Prerequisite: Digital Information Technology**

The purpose of this course is to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology.

<b>Business Software Applications 1</b>	<b>Grades 9-12</b>	<b>Course Number: 8212120 (One credit)</b>
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**Prerequisite: Administrative Office Technology 1**

The purpose of this course is to develop proficiency in using the advanced features of software programs to perform office-related tasks.

<b>Digital Design I Digital Design II Digital Design III</b>	<b>Grades 9-12</b>	<b>Course Number: 8209510, 8209520, 8209530  (One credit each course)</b>
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**Prerequisite: Digital Information Technology  
8209510**

This course is designed to develop the entry-level skills required for careers in digital design. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem-solving.

**8209520**

This course continues the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem solving.

**8209530**

This course continues the development of industry-standard skills required for careers in digital design. The content includes the use of software and equipment to perform digital publishing and digital imaging activities. Students continue to learn about communication, collaboration and decision-making activities, critical thinking and problem solving.

<b>Business Ownership PRACTICAL ART</b>	<b>Grades 11-12</b>	<b>Course Number: 8812000</b>
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		(One credit)
<p><b><u>Prerequisite: Minimum of one business course credit completion, business teacher and guidance counselor recommendation</u></b></p> <p>The purpose of this course is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners, and develop the fundamental knowledge and skills necessary to start and operate a business.</p>		

Business Cooperative Education-OJT **Maximum of two period enrollment	Grades 11-12	Course Number: 8200410 (One credit and multiple credits)
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**Prerequisite: Business teacher and guidance counselor recommendation**  
 This purpose of this course is to provide on-the-job training for the dedicated business student. In order to enroll in OJT, students must have completed the business program which consists of DIT, AOT, BSA 1 (see previous descriptions). Job placements must be business-oriented.

Guided Workplace Learning (Internship) **Can only be enrolled one period in the school day	Grade 12	Course Number: 8300430 (One credit)
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**Prerequisite: Interview with principal and principal recommendation**  
 The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge through an internship. The internship is unpaid and provides students an opportunity to integrate occupational and applied learning to actual work situations.

### **CRIMINAL JUSTICE-DISCONTINUED PROGRAM**

Orientation to Career Clusters-Criminal Justice	Grade 6	Course number: 8000400 (semester)
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~~The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the seventeen career clusters. This course is a compilation of modules for each of the seventeen career clusters and is designed to provide flexibility in course offerings. Any number of modules can be selected to comprise a course that meets the needs of the students.~~

<b>Introduction to Law, Public Safety, Corrections, and Security</b>	<b>Grade 7</b>	<b>Course number: 9160350 (semester)</b>
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~~The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Introduction to Law, Public Safety and Security career cluster. Thousands of challenging educational and training opportunities are offered in the highly skilled Law, Public Safety, Corrections and Security Career Cluster. These opportunities continue to expand in the areas of corporate, industrial, homeland security and public safety. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.~~

<b>Exploration of Criminal Justice Careers</b>	<b>Grade 8</b>	<b>Course number: 8900220 (semester)</b>
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~~The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Law, Public Safety & Security career cluster. The student will be provided with basic information about the kinds of jobs and workers involved, the various career paths, occupational hazards, educational requirements, financial rewards, interpersonal and communication skills, and employability skills required. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.~~

<b>Criminal Justice Operations 1, 2, 3</b>	<b>Grades 9-11</b>	<b>Course number: 8918010, 8918020, 8918030 (One credit each course)</b>
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~~The purpose of these courses, which integrates language arts, social studies, and science contents, is to prepare students for employment as Police Service Aides that do not require certification by the Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission. The content includes, but is not limited to, introduction to the criminal justice system, police ethics and constitutional law, patrol procedures, traffic control procedures, defensive tactics and physical proficiency skills, first aid and cardiopulmonary resuscitation, interpersonal and communication skills, investigation procedures, court systems and trial procedures, correctional system, introduction to forensic science, crime prevention, property control, employability skills, and computer skills.~~

<b>911 Public Safety Telecommunication</b>	<b>Grade 12</b>	<b>Course number: 9101000 (One and a half credit)</b>
<p><del>The purpose of this course is to prepare students for employment as a dispatcher police, fire, and ambulance. The content includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health.</del></p> <p><del>This course is currently only offered at (SSHS) Industry Certification—Public Safety Telecommunication.</del></p>		

## DRIVER'S EDUCATION

<b>Driver's Education-BLENDED VIRTUAL</b>	<b>Grades 9-12</b>	<b>Course number: 1900300 (.5 credit)</b>
<p>*This class will be paired with an online .5 credit course.</p> <p>*Class is often coupled with online .5 Career Research and Decision Making course.</p>		
<p>The purpose of this course is to introduce students to the highway transportation system and strategies that will assist them with developing driving knowledge and skills related to motorized society. Students will also provide an in-depth study of the scope and nature of accident problems and their solutions.</p>		

## ENGLISH\LANGUAGE ARTS

<b>Middle grades ENGLISH\LANGUAGE ARTS SEQUENCE</b>	<b>Grades 6-8</b>	<b>Course number:</b>
<b>Grade 6: M/J Language Arts 1 or M/J Language Arts ADV 1</b>		<b>Grade 6: 1001010, 1001020</b>
		<b>Grade 7:</b>

<p>Grade 7: M/J Language Arts 2 or M/J Language Arts ADV 2 Grade 8: M/J Language Arts 3 or M/J Language Arts ADV 3</p> <p>*Currently, all middle grades ELA courses are offered in a block course setting, i.e., two consecutive class periods.</p>		<p>1001040, 1001050 Grade 8: 1001070, 1001080</p>
<p><b><u>Grade 6: M/J Language Arts 1 or M/J Language Arts ADV 1</u></b> The purpose of this course is designed to increase your communications skills through reading, writing, speaking, listening and the study of the English language. Our primary focus in language arts class will be mastery of different writing styles, demonstration of the rules of grammar, and the ability to properly express yourself orally in an academic setting. This year you can expect to read a variety of fiction and non-fiction including novels, short stories, dramas, poetry, and essays. These writing pieces will model the different writing styles we will be working on ourselves. Writing assignments will include timed responses, journal writing, essays, critiques, and creative pieces. Vocabulary, spelling and grammar assignments will also be an important part of this class. Because we are a community of learners, please also expect to work regularly in group situations and to present information to your peers in groups or individually. <b><u>NOTE: 6<sup>th</sup> grade requirement for advanced class: teacher recommendation based on student performance (i.e., grade level reading, a B average for the 5<sup>th</sup> grade year OR 3 or above on FSA ELA.</u></b></p> <p><b><u>Grade 7: M/J Language Arts 2 or M/J Language Arts ADV 2</u></b> The purpose of this course is to provide students with a study of skills in reading, writing, speaking, and listening. Students will develop and use various comprehension, writing, and communication skills. This course will allow students to use reading strategies that they will be required to apply during independent and classroom reading. Students will use the writing process to communicate effectively and efficiently. <b><u>NOTE: 7<sup>th</sup> grade requirement for advanced class: teacher recommendation based on student performance (i.e., grade level reading level, B average for the 6<sup>th</sup> grade year OR 3 or above on FSA ELA.</u></b></p> <p><b><u>Grade 8: M/J Language Arts 3 or M/J Language Arts ADV 3</u></b> The purpose of this course is to provide students with opportunities and resources to develop the skills of listening, speaking, reading and writing to enable students to participate as informed, literate members of society. Instruction provides students with the necessary skills to write various types of genres and develop an appreciation for the writer's techniques applied within sound pieces of literature. Strategies involve patterns and procedures for students to meet success utilizing the writing process to produce varied types of writing.</p>		

Instruction advocates techniques for analyzing literature, and multiple opportunities for practice are encouraged. Emphasis is placed on students moving from literal interpretation to abstract and critical thinking to enhance analysis.

**NOTE: 8<sup>th</sup> grade requirement for advanced class: teacher recommendation based on student performance (i.e., grade level reading level, B average for the 7<sup>th</sup> grade year OR 3 or above on FSA ELA.**

Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

<b>English 1</b> <b>English 1 Honors-WEIGHTED</b>	<b>Grade 9</b>	<b>Course number:</b> <b>1001310, 1001320</b> <b>(One credit)</b>
<p><del>Prerequisite for English 1 Honors: Teacher recommendation for honors placement-</del>  <del>Recommended: B in previous English/language arts course or LEXILE of 1155 or above and a FSA ELA score of 3 or above</del></p> <p>The purpose of this course is to introduce students to all elements of language arts, which includes reading, writing, multiple forms of communication, and media literacy. The skills are developed through samplings of multicultural literature, non-fiction, non-print text, and vocabulary. Composition will focus on the writing process, particularly essay construction. <del>The honors levels course stresses critical analysis in each element of the course, increased opportunities for formal public speaking, and an introduction to formal academic writing.</del></p>		

<b>English 2</b> <b>English 2 Honors-WEIGHTED</b>	<b>Grade 10</b>	<b>Course number:</b> <b>1001340, 1001350</b> <b>(One credit)</b>
<p><del>Prerequisite for English 2 Honors: Teacher recommendation for honors placement-</del>  <del>Recommended: B in previous English/language arts course or LEXILE of 1207 or above and a FSA ELA score of 3 or above</del></p> <p>The purpose of this course is to provide reinforcement of the skills learned in English I, and to introduce students to the next stage of the reading and writing processes through increased emphasis on grammar, mechanics and other conventions of standard English. The honors level course will include a focus on increased research, analytical writing, and vocabulary.</p>		

<b>English 3</b>	<b>Grade 11</b>	<b>Course number:</b> <b>1001370</b> <b>(One credit)</b>
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The purpose of this course is to feature instruction in American literature selections and informational texts. Focus includes literary analysis writing. Focus will be on Common Core benchmarks as prescribed by the State Legislature. Students will receive direct instruction in the conventions of standard English grammar. Students will be instructed in paragraph and essay composition that reflect college level writing.

English 4: Florida College Prep	Grade 12	Course number: 1001405
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The purpose of the course features instruction in selections of British and American literature and informational texts and includes literary analysis writing. Students will also receive direct instruction in grammar, sentence parts and patterns, punctuation, and mechanics. Composition instruction emphasizes prewriting, drafting, revising, editing, and proofreading skills. Students will compose paragraphs and essays that reflect college level writing. This course will help prepare students for the reading and writing for college success sections of the PERT assessment.

ENGLISH DUAL ENROLLMENT:	Grades 11-12	Course number: ENC 1101 (One high school credit and three college credits) WEIGHTED
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Prerequisite: 3.0 GPA, Approved college placement test score  
The purpose of the course is to equip the student with skills to write a coherent and well-developed essay, free of distracting grammatical, mechanical, and spelling errors. The student will also read literal and critical comprehension essays, which may serve as models for writing discourses.

ENGLISH DUAL ENROLLMENT:	Grades 11-12	Course number: ENC 1102 (One high school credit and three college credits) WEIGHTED
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Prerequisite: DE ENC 1101 with a course grade of a "C" or better  
The purpose of the course is to equip the student with composition skills, gain knowledge of and practice with research techniques, and work toward an appreciation of literature.



<b>CAMBRIDGE AICE GENERAL PAPER AS LEVEL</b>	<b>Grades 9-12</b>	<b>Course number: 1009400 (One credit) Level 3 course</b>
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**Prerequisite: Application process and teacher recommendation**

The purpose of the course provides and develops a set of transferable skills for students. These include comprehension, constructing an argument, presenting views, and writing English coherently and persuasively. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. Learners will engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English.

<b>CAMBRIDGE AICE ENGLISH LANGUAGE AS LEVEL</b>	<b>Grades 10-12</b>	<b>Course number: 1001550 (One credit) Level 3 course</b>
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**Prerequisite: Application process and teacher recommendation**

The purpose of this course is to provide learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

<b>CAMBRIDGE AICE ENGLISH LANGAUGE A-- Starting in 2021-2022--</b>	<b>Grades 11-12</b>	<b>Course number:</b>
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## FOREIGN LANGUAGE-SPANISH

Additional note: Two years of a foreign language are needed for approved enrollment in a four year Florida college or university.

<b>Beginning Spanish</b>	<b>Grade 8</b>	<b>Course number: 0708000</b>
<p>The purpose of this course is to introduce students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p>		

<b>Spanish 1</b>	<b>Grades 10-12</b>	<b>Course Number: 0708340 (One credit)</b>
<p><b><u>Prerequisite: Teacher recommendation</u></b>          The purpose of this course is to introduce students to the target language and its culture, developing communication skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.</p>		

<b>Spanish 2</b>	<b>Grades 10-12</b>	<b>Course Number: 0708350 (One credit)</b>
<p><b><u>Prerequisite: Teacher recommendation and course credit completion of Spanish 1</u></b>          The purpose of this course is to reinforce the fundamental skills acquired in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.</p>		

## HEALTH SCIENCE

<b>Middle grades HEALTH SEQUENCE</b>	<b>Grades 6-8</b>	<b>Course number:</b>
<b>Grade 6: Orientation to Career Clusters</b>		<b>Grade 6: 8000400</b>
<b>Grade 7: Orientation to Health Occupations</b>		<b>Grade 7: 8400110</b>

<b>Grade 8: Exploration of Health Occupations</b>		<b>Grade 8: 8400310</b> <b>(Semester each middle grades health course)</b>
<p>The purpose of these courses is to provide students with basic knowledge and skills required for many different health care occupations. This part integrates information related to cultural diversity, safety, first aid, and legal/ethical responsibilities of health care workers. It also introduces the student to basic entry skills required for some specific health care occupations. This part integrates special health care occupations, including: dental assisting, laboratory assistant, medical assistant, physical therapy, business and accounting, as well as certified nursing assistant skills. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills.</p>		

<b>Health Science Anatomy and Physiology (EQ)</b>	<b>Grades 10-12</b>	<b>Course number:</b> <b>8417100</b> <b>(One credit)</b> <b>Level 3 course</b>
<p>The purpose of this course is to provide students a logical integration of scientific concepts relating to healthcare. These concepts are based on medical terminology, anatomy, physiology, microbiology, chemistry, transmission of disease, and current health related issues.</p>		

<b>Health Science Foundations</b>	<b>Grades 11-12</b>	<b>Course number:</b> <b>8417110</b> <b>(One credit)</b> <b>Level 3 course</b>
<p><b>Prerequisite: Health Science Anatomy and Physiology</b>  <b>Diversified Health Occupations is divided into two main parts.</b>  <b>Part one provides the student with the basic knowledge and skills required for many different health care occupations. This part integrates information related to human growth and development, cultural diversity, geriatric care, nutrition, safety, first aid, and legal/ethical responsibilities of health care workers.</b>  <b>Part two introduces the student to basic entry skills required for some specific health care occupations. This part integrates special health care skills, including: dental assisting, laboratory assistant, medical assistant, physical therapy, business and accounting, as well as certified nursing assistant skills.</b></p>		

Electrocardiograph Aide 3 (.5) Home Health Aide (.5) *Allied Health Assisting 3 (1)-See following course entry below.  *Industry Certification testing in the Spring of the sequence course's end	Grade 12	Course number: 8417161/8417191 (.5 credit each) 8417131 (One credit)
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**Prerequisite: Health Science Foundations and teacher recommendation**  
 These courses include an extensive integration of nursing assistant concepts. These concepts include the introduction to nursing assisting, scientific principles, basic human needs and communication, infection and infection control, safety and mobility, measuring and recording vital signs, patient care and comfort measures, principles of nutrition and fluid balance, emergency response, and body systems, common disorders related to care procedures. This is the last step in the Medical Career Academy. Medical field trips and on-site training will be done at various hospitals, clinics, and nursing homes.

Allied Health Assisting 3  *Industry Certification testing in the Spring of the sequence course's end	Grade 12	Course number: 8417131 (One credit)
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**Prerequisite: Previous three courses, as posted above and teacher recommendation**

## **HEALTH AND PHYSICAL EDUCATION**

Additional note: All physical education classes are co-educational.

M/J Fitness-Grade 6 and M/J Comprehensive Grades 6/7  M/J Team Sports-Grade 7 and M/J Comprehensive Grades 6/7 or M/J Comprehensive Grades 7/8  M/J Individual Dual Sports-Grade 8 and M/J Comprehensive Grades 7/8  Note: Each grade level student is required to be enrolled in at least .5 course credit in	Grades 6-8	Course number: Grade 6: 1508000 and 1508600  Grade 7: 1508200 and <u>1508600 or 1508700</u>  Grade 8: 1508500 and 1508700  (Semester for each middle grades physical
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Physical Education. *unless PE waived-See middle grades guidance counselor for PE waiver.		education course)
The purpose of these courses is to provide physical education for all middle grade students and provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle.		

Personal Fitness (online)-REQUIRED	Grade 9 recommended	Course number: 1501300 (.5 credit-paired with Fitness Lifestyle Design)
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The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course should include, but are not limited to the following: mental/social health, physical activity, components of physical fitness, and nutrition and wellness.

Fitness Lifestyle Design (activity)-REQUIRED	Grade 9 recommended	Course Number: 1501310 (.5 credit-paired with Personal Fitness)
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**Prerequisite: Personal Fitness**  
The purpose of this course it to emphasize increased strength and flexibility through weight training, stressing individual programs continued for adult fitness. Students will participate in a variety of activities that promote cardio-respiratory fitness, muscular strength and endurance, flexibility, and body composition.

Team Sports 1	Grades 9-12	Course number: 1503350 (.5 credit)
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The purpose of this course is to teach the knowledge and application of skills, techniques, strategies, rules, and safety practices for a variety of selected team sports. Students will also learn strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness.

Team Sports 2	Grades 9-12	Course number: 1503360 (.5 credit)
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**Prerequisite: Team Sports 1**

<b>Continuation of Team Sports 1</b>
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<b>Individual and Dual Sports 1</b>	<b>Grades 9-12</b>	<b>Course number: 1502410 (.5 credit)</b>
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**The purpose of this course is designed for students to acquire knowledge of individual and dual sports play, develop basic and/or improve health-related fitness.**

<b>Individual and Dual Sports 2</b>	<b>Grades 9-12</b>	<b>Course number: 1502420 (.5 credit)</b>
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**Prerequisite: Individual and Dual Sports 1  
Continuation of Individual and Dual Sports 1**

<b>Individual and Dual Sports 3 Recreational Activities</b>	<b>Grades 10-12</b>	<b>Course number: 1502430, 1502470 (.5 credit each course)</b>
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**Prerequisite: Individual and Dual Sports 1 and Individual and Dual Sports 2  
The purpose of these courses is to have students acquire knowledge of individual and dual sports play, develop basic skills in selected individual and dual sports, and maintain and/or improve health-related fitness.**

<b>Weight Training 1</b>	<b>Grades 9-12</b>	<b>Course number: 1501340 (.5 credit)</b>
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**The purpose of this course is designed for students to learn the importance of muscular strength and endurance, health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, biomechanical and physiological principles to improve and maintain muscular strength and endurance, sound nutritional practices and safety practices.**

<b>Weight Training 2</b>	<b>Grades 9-12</b>	<b>Course number: 1501350 (.5 credit)</b>
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**Prerequisite: Weight Training 1  
The purpose of this course is designed to reinforce basic weight training and safety practices**

while expanding weight-training programs, incorporating new exercises, increasing resistance, and modifying the number of sets and repetitions. This course also includes weight training theories and equipment available to develop muscular strength and endurance.

<b>Weight Training 3</b>	<b>Grades 9-12</b>	<b>Course number: 1501360 (.5 credit)</b>
<b>Prerequisite: <u>Weight Training 2</u></b> The purpose of this course is designed to emphasize knowledge and application of skills for beginning and intermediate weight training.		

<b>Power Weight Training 1</b>	<b>Grades 9-12</b>	<b>Course number: 1501410 (.5 credit)</b>
<b>Prerequisite: <u>Weight Training 3</u></b> The purpose of this course is designed to select and perform complex movements using a variety of equipment which leads to maintained or improved muscular strength and endurance.		

<b>First Aid Safety</b>	<b>Grades 9-12</b>	<b>Course number: 0800320 (.5 credit)</b>
The purpose of this course is to enable students to acquire skills in first aid, emergency care, and personal safety.		
<b>Care and Prevention of Athletic Injuries</b>	<b>Grades 9-12</b>	<b>Course number: 1502490 (.5 credit)</b>
The purpose of this course is to enable student to develop knowledge of the anatomy and physiology related to athletic injuries and skills related to the nature, prevention, care and rehabilitation of athletic injuries.		

## MATHEMATICS

<b>Middle grades MATHEMATICS SEQUENCE</b> Grade 6: M/J Math 1 or M/J Math 1 ADV Grade 7: M/J Math 2 or M/J Math 2 ADV Grade 8: M/J Grade 8 Pre-Algebra	<b>Grades 6-8</b>	<b>Course number: Grade 6: 1205010, 1205020 Grade 7:</b>
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<p><b><u>*A teacher recommendation is needed for M/J Math 1 ADV and M/J Math 2 ADV.</u></b></p>		<p>1205040, 1205050 Grade 8: 1205070</p>
<p><b><u>Grade 6: M/J Math 1 or M/J Math 1 ADV</u></b> The purpose of this course is to extend and develop student understanding in five areas: 1) Expressions and Equations, 2) Geometry, 3) Ratios and Proportional Relationships, 4) Statistics and Probability, and 5) The Number System.</p> <p><b><u>Grade 7: M/J Math 2 or M/J Math 2 ADV</u></b> The purpose of this course is to extend and develop student understanding in five areas: 1) Expressions and Equations, 2) Geometry, 3) Ratios and Proportional Relationships, 4) Statistics and Probability, and 5) The Number System.</p> <p><b><u>Grade 8: M/J Grade 8 Pre-Algebra</u></b> The purpose of this course is to extend and develop student understanding in five areas: 1) Expressions and Equations, 2) Geometry, 3) Functions, 4) Statistics and Probability, and 5) The Number System.</p>		

<p><b>Algebra 1-A and 1-B</b> 2020-2021-DELETE ALGEBRA IB, PER DISTRICT APPROVAL</p>	<p>Grade 9</p>	<p>Course number: 1200370 (One credit)</p>
<p><b><u>Prerequisite: Teacher recommendation, based on student performance</u></b> The purpose of this course is have students develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. <del>These as they are coupled are a two year sequence of courses, Algebra IA and Algebra IB. Together, the two courses have the same requirements as Algebra I, course number: 1200310.</del></p>		

<p><b>Algebra 1</b> Algebra 1 Honors-WEIGHTED</p> <p><b>*REQUIRED COURSE</b> <b>*END OF COURSE EXAM</b></p>	<p>Grades 7-10</p>	<p>Course number: 1200310, 1200320 (One credit)</p>
<p><b><u>Prerequisite: Teacher recommendation needed for honors level course</u></b> 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.</p>		



<b>Geometry</b> <b>Geometry Honors-WEIGHTED</b>  <b>*REQUIRED COURSE</b> <b>*END OF COURSE EXAM</b>	<b>Grades 8-12</b>	<b>Course number:</b> <b>1206310, 1206320</b> <b>(One credit)</b>
<u><b>Prerequisite: Algebra I or Algebra I Honors, teacher recommendation needed for honors level course</b></u> <b>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.</b>		

<b>Algebra 2</b> <b>Algebra 2 Honors-WEIGHTED</b>	<b>Grades 8-12</b>	<b>Course number:</b> <b>1200330, 1200340</b> <b>(One credit)</b>
<u><b>Prerequisite: Algebra 1 or Algebra 1 Honors, teacher recommendation needed for honors level course</b></u> <b>The purpose of this course is to continue the study of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields.</b>		

<b>Liberal Arts Mathematics 1</b>	<b>Grades 10-12</b>	<b>Course number:</b> <b>1208300</b> <b>(One credit)</b>
<u><b>Prerequisite: Algebra 1, and teacher recommendation, based on student performance and/or a PERT MATH SCORE less than 97)</b></u> <b>The purpose of this course is to strengthen mathematical skills necessary for further study of advanced mathematics. The content should include algebra and geometry topics including polynomials, equations, functions, properties of two and three dimensional figures, perimeter areas and volume.</b> <b>Additional notes:</b> <ul style="list-style-type: none"> <li>⇒ This course does <u>not</u> count as a math credit at four year university.</li> <li>⇒ It does not meet Bright Futures requirements.</li> <li>⇒ It does count for the Florida Gold Seal.</li> </ul>		

<b>Pre-calculus Honors</b>	<b>Grades 10-12</b>	<b>Course number:</b> <b>1202340</b> <b>(One credit) WEIGHTED</b>
<u><b>Prerequisite: Algebra 2 or Algebra 2 Honors, teacher recommendation, and a college ready appropriate math assessment score</b></u> <b>The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytical geometry, and trigonometry.</b>		

(Additional note: This course is recommended before DUAL ENROLLMENT College Algebra.)

Math for College Readiness	Grade 10-12	Course number: 1200700 (One credit)
<p><b><u>Prerequisite: Algebra 1 and Geometry, a PERT MATH SCORE below 114 (score 97-113), teacher recommendation</u></b></p> <p>The purpose of this course is to strengthen the skill level of high school seniors who have completed Algebra 1/H and Geometry/H and who wish to pursue credit generating mathematics courses at the college level.</p>		

Advanced Placement Statistics	Grades 11-12	Course number: 1210320 (One credit) WEIGHTED
<p>*AP testing in Spring of course year</p> <p><b><u>Prerequisite: Teacher recommendation</u></b></p> <p><b><u>Recommended prerequisite: teacher recommendation, AP Potential invite based on PSAT scores-OPEN ENROLLMENT</u></b></p> <p>The purpose of this course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one semester introductory college statistics course.</p> <p>Students are exposed to the following four broad conceptual themes:</p> <ol style="list-style-type: none"> <li>1. Exploring Data: Describing patterns and departures from patterns,</li> <li>2. Sampling and Experimentation: Planning and conducting a study,</li> <li>3. Anticipating Patterns: Exploring random phenomena using probability and simulation, and</li> <li>4. Statistical inference: Estimating population parameters and testing hypotheses.</li> </ol>		

Advanced Placement Calculus AB-WEIGHTED Advanced Placement Calculus BC*-WEIGHTED *(Must take AP Calculus AB prior to AP Calculus BC)	Grades 11-12	Course number: 1202310, 1202320 (One credit)
<p>*AP testing in Spring of course year</p> <p><b><u>Prerequisite: Pre-calculus Honors</u></b></p> <p><b><u>Recommended prerequisite: teacher recommendation, AP Potential invite based on PSAT scores-OPEN ENROLLMENT</u></b></p> <p>The purpose of this course is to educate students on how to find the limit at a numerical</p>		

value of any function. Students should also be able to solve any limit algebraically or graphically. Students should understand the meaning of a derivative in terms of rate of change and local linear approximations. Students will work with functions that are represented graphically, numerically, analytically, or verbally, and should understand the connections among those representations. Students will understand how to model problem situations with functions, differential equations, or integrals, and communicate both orally and in written form.

<b>Math Analysis Honors</b>	<b>Grades 11-12</b>	<b>Course number: 1201300 (semester course paired on site with MAT 1033)</b>
<b>The purpose of this course is to continue to strengthen mathematical skills necessary for further study of advanced mathematics. The content should include algebra, geometry, statistics and finance. Course will be paired with MAT 1033.</b>		

<b>MATH DUAL ENROLLMENT: Intermediate Algebra</b>	<b>Grades 10-12</b>	<b>Course number: DE MAT 1033 (semester course paired on site with Math Analysis Honors-See above.) (One high school credit and three college credits) WEIGHTED</b>
<b>The purpose of this course includes the study of real numbers, linear and quadratic equations, linear inequalities, systems of linear equations, exponents, polynomials, factoring, rational expressions and related equations, radicals, quadratic formula, completing the square, complex numbers, absolute value, graphing, and applications.</b>		

<b>MATH DUAL ENROLLMENT: Intermediate Math for Liberal Arts</b>	<b>Grades 10-12</b>	<b>Course number: DE MAT 1100 (One high school credit and three college credits) WEIGHTED</b>
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The purpose of this course reinforces elementary algebra and quantitative reasoning skills and is designed to be a foundation for students preparing to take MGF 1106 or MGF 1107. Topics include linear equations and inequalities; scientific notation; dimensional analysis; graphs and functions; rates, ratios and proportions; basic geometry; set theory; and an introduction to probability and statistics. Emphasis will be placed on the application of concepts and using technology appropriately. Students who already have credit for MAT 1033 need not take this course.

<b>MATH DUAL ENROLLMENT:</b> Liberal Arts Mathematics	<b>Grades 10-12</b>	<b>Course number: DE MGF 1106</b> (One high school credit and three college credits) <b>WEIGHTED</b>
<b>Prerequisite: C or higher in MAT 1033, S in MAT 0027 or appropriate placement score</b>		
The purpose of this course covers topics from set theory, logic, geometry and measurement, counting principles, probability, and statistics (including the normal curve).		

<b>MATH DUAL ENROLLMENT:</b> Elementary Statistics 1	<b>Grades 10-12</b>	<b>Course number: DE STA 2023</b> (One high school credit and three college credits) <b>WEIGHTED</b>
<b>Prerequisite: C or higher in MAC 1105 or MGF 1106 or appropriate placement score</b>		
The purpose of this course provides the student an introduction to topics including measures of central tendency and spread, probability, random variables, binomial and normal probability distributions, confidence interval estimation, small sample inferences, and hypothesis testing. Other topics include correlation, simple linear regression, and an introduction to nonparametric statistics.		

<b>MATH DUAL ENROLLMENT:</b> College Algebra	<b>Grades 10-12</b>	<b>Course number: DE MAC 1105</b> (One high school credit and three college credits) <b>WEIGHTED</b>
<b>Prerequisite: Approved college placement test score or C or higher in MAT 1033</b>		
The purpose of this course is to provide students a conceptual study of functions and graphs, their applications, and of systems of equations and inequalities. Linear, quadratic, rational, absolute value, radical, exponential and logarithmic functions will be investigated. Student		

must meet LSSC eligibility requirements for dual credit.

DUAL ENROLLMENT: Pre-Calculus Algebra	Grades 11-12	Course number: DE MAC 1140 (One high school credit and three college credits) WEIGHTED
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**Prerequisite:** Appropriate placement test score or College Algebra MAC 1105 completion

The purpose of this course is to provide students with a rigorous in-depth study of many topics first introduced in Algebra 2, including a study of polynomials, conic sections, exponential and logarithmic functions and systems of equations. Student must meet LSSC eligibility requirements for dual credit.

This is a calculus preparatory course in college algebra and analytic geometry that, in conjunction with MAC 1114 (Trigonometry), is designed to provide the student with the algebraic skills necessary for MAC 2311 (Calculus with Analytic Geometry 1). Major topics include: polynomial and rational functions, their properties and graphs; polynomial and rational inequalities; exponential and logarithmic functions, their properties and graphs; piecewise defined functions; inverse functions; systems of linear and nonlinear equations; conic sections; matrices and determinants; sequences and series; mathematical induction and the binomial theorem. **Note: A graphing calculator is required.**

DUAL ENROLLMENT: Pre-Calculus Trigonometry	Grades 11-12	Course number: DE MAC 1114 (One high school credit and three college credits) WEIGHTED
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**Prerequisite:** Pre-Calculus Algebra MAC 1140 completion

The purpose of this course is to provide students with a study of circular and trigonometric functions and applications. Problem solving, with the aid of a calculator, is emphasized throughout the course. The content includes identifying graphs, inverses of circular functions, solving trigonometric equations and solving right and oblique triangles.

## MUSIC

Middle grades MUSIC SEQUENCE M/J Band 1 M/J Band 2 M/J Band 3	Grades 6-8	Course number: 1302000, 1302010, 1302020
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### **M/J Band 1 (Beginning Band)**

The purpose of this course is to provide students with little or no instrumental experience foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances will serve as a culmination of specific instructional goals. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **M/J Band 2 (Intermediate Band)**

#### **Prerequisite: M/J Band 1**

The purpose of this course is to provide students with previous band experience additional instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances will serve as a culmination of specific instructional goals. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **M/J Band 3 (Intermediate Band)**

#### **Prerequisite: M/J Band 2**

The purpose of this course is to provide students with previous band experience expanded instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances will serve as a culmination of specific instructional goals. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

M/J Chorus 1 M/J Chorus 2 M/J Chorus 3	Grades 6-8	Course number: 1303000, 1303010, 1303020
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The purpose of each of the chorus courses is as follows:

**M/J Chorus 1**

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances will serve as a culmination of specific instructional goals. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**M/J Chorus 2**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances will serve as a culmination of specific instructional goals. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**M/J Chorus 3**

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Band 1 Band 2 Band 3 Band 4 PERFORMING ART	Grades 9-12	Course number: 1302300, 1302310, 1302320, 1302330 (One credit per year for each course)
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The purpose of these courses is to extend students' skill development and musicianship through interpreting medium level band music, establishing appropriate tone production, performance techniques in a concert band setting. Emphasis will be placed on instrumental skill and techniques, music literacy, music performance and music appreciations. Students are required to attend all rehearsals and performances as part of this course.

**\*Additional note: Continuation of course each year**

<b>Chorus 1 Chorus 2 Chorus 3 Chorus 4 PERFORMING ART</b>	<b>Grades 9-12</b>	<b>Course number: 1303300, 1303310, 1303320, 1303330 (One credit for each course)</b>
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The purpose of this course is to have students explore the art of vocal performance. Emphasis will be placed on individual and group vocal skills, music literacy, music performance, and music appreciation. Students are required to attend all rehearsals and performances as part of this course.

**Chorus 1**

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

**Chorus 2**

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

**Chorus 3**

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

**Chorus 4**

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination



of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

<b>Music of the World-TBD</b> <b>**NEW: 2021-2022</b> <b>PERFORMING ART</b>	<b>Grades 9-12</b>	<b>Course number:</b> <b>1300340</b> <b>(One credit)</b>
<p>The purpose of this course is to have students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.</p>		

<b>Music Theory 1</b> <b>PERFORMING ART</b>	<b>Grades 9-12</b>	<b>Course number:</b> <b>1300300</b> <b>(One credit)</b>
<p>The purpose of this course is to have students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.</p>		

<b>Music Theory 2 Honors</b> <b>PERFORMING ART</b>	<b>Grades 10-12</b>	<b>Course number:</b> <b>1300310</b> <b>(One credit)</b>
<p><b>Prerequisite: <u>Music Theory 1</u></b></p> <p>The purpose of this course is to provide students with prior music theory training study opportunities in composition, form, and analysis, and assist them with developing individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.</p>		

## READING

<b>M/J Intensive Reading</b>	<b>Grades 6-8</b>	<b>Course number: 1000010 (One credit)</b>
<p><b><u>Prerequisite: Teacher recommendation, fluency assessment results and FSA ELA results</u></b></p> <p>The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.</p>		

<b>Intensive Reading</b>	<b>Grades 9-10 (BLOCK CLASS)</b>	<b>Course number: Grade 9: 1000410 (2 periods) (Two credits) Grade 10: 1000410 (2 periods) (Two credits)</b>
<b>*90 minute block</b>		
<p>The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.</p>		

<b>Intensive Reading</b>	<b>Grades 11-12</b>	<b>Course number: 1000410 (One credit)</b>
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The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

<b>Reading 1</b>	<b>Grade 9</b>	<b>Course number: 1008300 (One credit)</b>
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The purpose of this course is to emphasize reading comprehension and vocabulary skills using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. At the end of 9th grade students are expected to read and comprehend texts in the 9-10 grade complexity band proficiently and read texts at the high end of the band with support.

<b>Reading 2</b>	<b>Grade 10</b>	<b>Course number: 1008310 (One credit)</b>
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The purpose of this course emphasizes reading comprehension and vocabulary skills using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. At the end of 10th grade, students are expected to read and comprehend texts in the grades 9-10 complexity band independently and proficiently.

## SCIENCE

<p><b>Middle grades SCIENCE SEQUENCE</b>  <b>Grade 6: M/J Earth Space Science and M/J Earth Space Science ADV</b>  <b>Grade 7: M/J Life Science and M/J Life Science ADV</b>  <b>Grade 8: M/J Physical Science and Physical Science Honors (HIGH SCHOOL CREDIT)-FCAT ASSESSMENT EOY</b></p> <p><b>* <u>Special note: All ADVANCED science courses: Students are required to compete in the school science fair.</u></b></p>	<p><b>Grades 6-8</b></p>	<p><b>Course number:</b>  <b>Grade 6:</b>  <b>2001010, 2001020</b>  <b>Grade 7:</b>  <b>2000010, 2000020</b>  <b>Grade 8:</b>  <b>2003320,</b>  <b>203320 (HIGH SCHOOL CREDIT-One credit)</b></p>
<p><b><u>Grade 6: M/J Earth Space Science and M/J Earth Space Science ADV</u></b>  <b><u>Special note: M/J Earth Space Science ADV: Students are required to compete in the school science fair.</u></b></p> <p>The purpose of this course includes exploration of the universe combined with in-depth study of the earth, its composition, structure, and history, as well as surface and subsurface activity. Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error, and have the skills to aggregate, interpret, and present the resulting data.</p> <p><b><u>Grade 7: M/J Life Science and M/J Life Science ADV</u></b>  <b><u>Special note: M/J Life Science ADV: Students are required to compete in the school science fair and teacher recommendation for advanced course, successful completion of grade 6 M/J Earth Space Science ADV.</u></b></p> <p><b><u>Grade 7: M/J Life Science</u></b> The purpose of this course explores experiences and activities in the fundamental concepts of life, including interaction of science with technology and society. This course includes cell biology, the basic principles of genetics, structures and functions of plants, animals, and the human body, as well as, ecological relationships. Laboratory activities involve scientific methods, measurements, and laboratory apparatus, emphasizing lab safety.</p> <p><b><u>Grade 7: M/J Life Science ADV</u></b>  The purpose of this course includes advanced laboratory experiences and activities in the</p>		

fundamental concepts of life. This content includes cell biology, the basic principles of genetics, structures and functions of plants, animals, the human body, and ecological relationships. Laboratory activities are an essential part of this course. This course is taught through the inquiry method and requires higher order cognitive skills.

**Grade 8: M/J Physical Science**

The purpose of this course includes exploratory experiences and fundamental concepts in physical sciences. Content includes forces and motion, energy, matter, waves, and the electromagnetic spectrum. Laboratory experiences involve scientific method, measurement, and focus on following procedural steps.

**Grade 8: Physical Science Honors-HIGH SCHOOL CREDIT**

**Teacher recommendation, B or higher in grade 8 M/J Physical Science, and grade level reading/ELA AND science proficiency on state testing**

**Special note: Physical Science Honors: Students are required to compete in the school science fair.**

This course provides credit at a high school level. It is designed for students aspiring to take higher level science classes in high school, and eventually compete for entry into college. Students will still take and be evaluated on the 8<sup>th</sup> grade FCAT science test.

Physical Science Physical Science Honors	Grades 9-12	Course number: 2003310, 2003320 (One credit)
<p><b><u>Prerequisite for Physical Science Honors: Teacher recommendation, B or higher in grade 8 M/J Physical Science, and grade level reading/ELA AND science proficiency on state testing</u></b></p> <p><b><u>Special note: Physical Science Honors: Students are required to compete in the school science fair.</u></b></p> <p>The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces, and their applications through exploratory investigations and activities. The content should include, but not be limited to, the following: unifying concepts and processes of science, structure of atoms, structure and properties of matter, chemical reactions, entropy and conservation of energy, interactions of energy and matter, motions and forces, and interactions among science, technology, and society.</p>		

Biology 1 Biology 1 Honors-WEIGHTED  *END OF COURSE EXAM	Grades 9-12	Course number: 2000310, 2000320 (One credit)
<p><b><u>Prerequisite: Teacher recommendation for honors level course-In addition, for grade 9</u></b></p>		

students, Level 3 on grade 8 science test

Special note: Biology 1 Honors: Students are required to compete in the school science fair.

Biology 1: The purpose of this course includes exploratory experiences and activities in the fundamental concepts of life, noting the interactions of science with technology and society. The content includes cell biology, basic principles of genetics, biological changes through time, classification and taxonomy, microbiology, structure and function of plants, animals, and the human body, as well as, ecological relationships. Laboratory activities involve scientific methods, measurements, and laboratory apparatus, emphasizing lab safety.

Biology 1 Honors: The purpose of this course includes advanced laboratory experiences and activities in the fundamental concepts of life. The content includes biochemistry, cell biology, cell reproduction, genetics, biological changes, classification and taxonomy, micro-organisms and disease, structure and function of plants, structure and functions of animals, human anatomy and physiology, as well as, ecological relationships. Laboratory activities are an integral part of this course. This course is taught through the inquiry method and requires the use of higher order cognitive skills such as synthesis, deductive and inductive reasoning, analysis, and other problem solving skills. Students are required to do a science fair project.

Chemistry 1 Chemistry 1 Honors-WEIGHTED (Necessary for SCHOLARS HONORS DESIGNATION)	Grades 10-12	Course number: 2003340, 2003350 (One credit)
<u>Prerequisite: Biology 1 or Biology 1 Honors, Teacher recommendation for honors level course</u>		
<u>Special note: Chemistry 1 Honors: Students are required to compete in the school science fair.</u>		
<u>Chemistry I:</u> The purpose of this course includes the study of the composition, properties, and changes associated with matter, including the clarification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, and physical changes. Laboratory activities involve scientific methods, measurements, and laboratory apparatus, emphasizing lab safety.		
<u>Chemistry I Honors:</u> The purpose of this <u>advanced</u> course includes knowledge of measurement, classification, and change of matter atomic electronic structure, the Periodic Table and chemical bonding, nomenclature, chemical equations, gases, liquids, and equilibrium, electrochemistry, nuclear reactions, and organic chemistry. Students are required to do a science fair project.		

Advanced Placement Environmental Science  *AP testing in Spring of course year	Grades 11-12	Course number: 2001380 (One credit) WEIGHTED
<u>Prerequisite: Teacher recommendation, AP Potential invite based on PSAT scores-OPEN ENROLLMENT</u>		
<u>The purpose of this course is to provide students with the scientific principles, concepts, and</u>		

~~methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.~~

<b>CAMBRIDGE AICE MARINE SCIENCE 1 AS LEVEL</b>	<b>Grades 9-12</b>	<b>Course number: 2002515 (One credit) Level 3 course</b>
<p><b>Prerequisite: <u>Application process and teacher recommendation</u></b>  The purpose of this course is to provide a coherent and stimulating introduction to the science of the marine environment and the scientific study of the sea and its ecosystems. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course.</p>		

<b>CAMBRIDGE AICE ENVIRONMENTAL MANAGEMENT AS LEVEL</b>	<b>Grades 10-12</b>	<b>Course number: 2001381 (One credit) Level 3 course</b>
<p><b>Prerequisite: <u>Application process and teacher recommendation- BIOLOGY 1/H: PREREQUISITE</u></b>  The purpose of this course is to provide students scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.</p>		

## **SOCIAL STUDIES**

<b>Middle grades SOCIAL STUDIES SEQUENCE</b> <b>Grade 6: M/J U.S. History and M/J U.S. History ADV</b> <b>Grade 7: M/J Civics and M/J Civics ADV</b> <b>Grade 8: M/J World History and Career Planning and M/J World History ADV</b>	<b>Grades 6-8</b>	<b>Course number:</b> <b>Grade 6:</b> <b>2100010, 2100020</b> <b>Grade 7:</b> <b>2106010, 2106020</b> <b>Grade 8:</b> <b>2109015, 2109020</b>
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**Grade 6: M/J U.S. History and M/J U.S. History ADV**

The purpose of this course provides emphasis to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. 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 explore those fundamental ideas and events which occurred after Reconstruction.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

**M/J United States History ADV**

**Prerequisites: Grade 5 Social Studies teacher recommendation, a B average in SS in grade 5 OR a FSA ELA score of 4 or 5, and student is capable of additional independent research**

**Course Description: Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. 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 explore those fundamental ideas and events which occurred after Reconstruction. Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

#### Grade 6: M/J Civics

The purpose of this course is to introduce students to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

#### M/J Civics ADV

Prerequisites: Prerequisites: Grade 6 Social Studies teacher recommendation and Grade 6 ELA teacher recommendation

The purpose of this course is to provide students the scaffolded learning opportunities for developing 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/Philosophical Chairs/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 participatory citizenship project, mock congressional hearing, projects for competitive

~~evaluation, and other teacher-directed projects.~~

**Grade 8: M/J World History and M/J World History ADV**

**M/J World History and Career Planning:**

The purpose of this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**M/J World History ADV:**

**Prerequisites: Grade 7 teacher recommendation, ability to read passages when text is complex at a minimum Lexile level of [redacted] and/or an FSA read/write score of 3 or above, independent responsibility for research, inquiry and homework. (Students should be able to support high level answers with evidence from the text.)**

~~The purpose of this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents. Extensive text-based research and writing opportunities (claims and evidence) to communicate understanding of content.~~

<b>Advanced Placement Human Geography</b>	<b>Grade 9</b>	<b>Course number: 2103400 (One credit) WEIGHTED</b>
<b>*AP testing in Spring of course year</b>		
<b><u>Prerequisites: Grade 8 Social Studies teacher recommendation and Grade 8 ELA teacher recommendation – OPEN ENROLLMENT</u></b>		
<del>The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. Students also learn about the methods and tools geographers use in their research and applications.</del>		

<b>World History</b>	<b>Grade 10</b>	<b>Course number: 2109310 (One credit)</b>
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The purpose of this courses is to provide students an extensive overview of world history. This course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st century. Students will learn the relationship between cause and effect in historical events and have the opportunity to review fundamental ideas and events from ancient and classical civilizations.

<b>Advanced Placement World History</b>  <b>*AP testing in Spring of course year</b>	<b>Grade 10</b>	<b>Course number:</b> <b>2109420</b> <b>(One credit) WEIGHTED</b>
<b><u>Prerequisites: Grade 8 Social Studies teacher recommendation and Grade 8 ELA teacher recommendation – OPEN ENROLLMENT</u></b> <b><del>The purpose of this course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past.</del></b>		

<b>United States History</b>  <b>*END OF COURSE EXAM</b>	<b>Grade 11</b>	<b>Course number:</b> <b>2100310</b> <b>(One credit)</b>
<b><u>Prerequisite: World History teacher recommendation</u></b> <b>The purpose of this course is to introduce and cover course area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will learn the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. Students will learn the relationship between cause and effect in historical events and have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.</b>		

<b>Advanced Placement United States History</b>  <b><u>*END OF COURSE EXAM in U.S. History is highly recommended for diploma designation senior year.</u></b> <b>*AP testing in Spring of course year</b>	<b>Grade 11</b>	<b>Course number:</b> <b>2100330</b> <b>(One credit) WEIGHTED</b>
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**Prerequisites: World History teacher recommendation and Grade 10 ELA teacher recommendation-OPEN ENROLLMENT**

**~~The purpose of this course is to develop students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.~~**

American Government	Grade 12	Course number: 2106310 (.5 credit)
<p>The purpose of this course analyzes the documents that shape our political traditions, the roles of the three branches of government at the local, state, and national levels, and the evolving role of political parties and interest groups that determine government policy. The content also includes how the rights and responsibilities of citizens in a democratic state have evolved and the importance of civic participation in the democratic political process.</p>		

Economics with Financial Literacy	Grade 12	Course number: 2102335 (.5 credit)
<p>The purpose of this course introduces major characteristics of the mixed market economic system and how the basic economic questions are answered. The major content includes examining the people's role as producer, consumer, investor, resource owner, voter, and taxpayer. In addition, roles and impact of economic wants, productive resources, scarcity and choices, economic incentives, division of labor, interdependence, how markets work, savings and investment, government policy, financial institutions, inflation, insurance, stock market, productivity, law of supply and demand, and similarities and differences of other economic systems are also included. <u>Completion of the CAPSTONE Project is mandatory in this course.</u></p>		

<p><b>Advanced Placement United States Government and Politics</b></p> <p><b>*AP testing in the Spring of course/senior year</b></p>	Grade 12	<p>Course number: 2106420 (.5 credit) <b>WEIGHTED</b></p>
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**Prerequisites: U.S. History teacher recommendation and Grade 11 ELA teacher recommendation-OPEN ENROLLMENT**

**~~This purpose of this course is to provide students an analytical perspective on U.S. government and politics. Students will gain an understanding of principles of philosophy, political beliefs and behavior, political parties, interest groups, national institutions, policy processes, and law. This course includes the study of general concepts used to interpret U.S. politics and the analysis of specific contemporary issues.~~**

<b>Advanced Placement Macroeconomics</b>	<b>Grade 12</b>	<b>Course number: 2102370 (.5 credit) WEIGHTED</b>
<b>*AP testing in the Spring of course/senior year</b>		

**Prerequisites: U.S. History teacher recommendation and Grade 11 ELA teacher recommendation-OPEN ENROLLMENT**

**~~The purpose of this course is to provide students a study of the overall performance of an economy, and detail an analytical perspective and thorough understanding of the U.S. economy. Students will gain the understanding of the study of national income, price-level determinates, economic performance measurements, our financial sector, stabilizations and growth policies, and international economics.~~**

<b>Advanced Placement Psychology (currently offered as a virtual course)</b>	<b>Grades 10-12</b>	<b>Course number: 2107350 (One credit) WEIGHTED</b>
<b>*AP testing in the Spring of course year</b>		

**Prerequisites: Previous Social Studies and ELA teachers' recommendation-OPEN ENROLLMENT**

**~~The purpose of this course is to provide students a study that seeks to answer questions about how we think, feel, and act. This is a comprehensive college level course that will familiarize students with the systematic and scientific study of the behavior and thought processes of human beings and other animals. AP classes engage in intense discussions solve problems collaboratively and learn to write clearly and persuasively. Through this course, students will develop key skills needed to succeed in college, and have the opportunity to earn college credit and thereby stand out in the college admission process.~~**

<b>Cambridge AICE Psychology 1 AS Level --NEW: 2020-2021--</b>	<b>Grades 10-12</b>	<b>Course number: 2107360 (One credit) Level 3 course</b>
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**Prerequisite: Application process and teacher recommendation**

**The purpose of this course is to provide students AS Level content which includes approaches,**

issues and debates and research methods and these should be considered for each study as relevant. (The approaches considered at AS Level are listed as follows: Each of these approaches is supported by three core studies: BIOLOGICAL, COGNITIVE, LEARNING, and SOCIAL.) The issues and debates considered at AS Level are: • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children in psychological research • the use of animals in psychological research.

<b>CAMBRIDGE AICE INTERNATIONAL HISTORY 1 AS LEVEL --NEW: 2020-2021--</b>	<b>Grades 9-12</b>	<b>Course number: 2100490 (One credit) Level 3 course</b>
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**Prerequisite: Application process and teacher recommendation**

The purpose of this course is to provide students both historical knowledge and the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

<b>CAMBRIDGE AICE UNITED STATES HISTORY 1 AS LEVEL --NEW: 2020-2021-- **Must take US HISTORY EOC, as well, upon course completion, along with CAMBRIDGE ASSESSMENT</b>	<b>Grades 10-12</b>	<b>Course number: 2100500 (One credit) Level 3 course</b>
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**Prerequisite: Application process and teacher recommendation**

The purpose of this course is to provide students both historical knowledge and the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

<b>SOCIAL STUDIES DUAL ENROLLMENT: U.S. History Since 1877 (Possible offering at LSSC)</b>	<b>Grades 11-12</b>	<b>Course number: DE AMH 2020 (One high school credit and three college credits) WEIGHTED</b>
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**Prerequisite: AMH 2010**

This purpose of this course is to provide students a continuation of U.S. History from 1877 to the present. Emphasis is given to the factors that have changed the United States from a rural to urban industrial nation and to a leading world power. Course requires approximate 6,000 words of writing. May be used to fulfill Gordon Rule requirements.

## ADDITIONAL ELECTIVES

<b>Orientation to Career Clusters</b>	<b>Grades 6-8</b>	<b>Course number: 8000400 (semester)</b>
<p><del>The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the seventeen career clusters. This course is a compilation of modules for each of the seventeen career clusters and is designed to provide flexibility in course offerings. Any number of modules can be selected to comprise a course that meets the needs of the students. The content includes, but is not limited to, the orientation of students to career pathways in the career and technical education field. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. This course is recommended for students in the sixth grade, but not required. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</del></p>		

<b>AP Computer Science Principles</b>	<b>Grades 9-12</b>	<b>Course number: 0200335 WEIGHTED</b>
<p><u>Prerequisite: Teacher recommendation required</u></p> <p><del>The purpose of this course is to introduce students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing, so all students understand how these concepts are transforming the world we live in.</del></p>		

<b>Electricity 1</b> --NEW: 2021-2022--	<b>Grades 9-12</b>	<b>Course number:</b> <b>8727210</b> <b>(One credit)</b>
<p><b>This course enables students to develop the essential competencies for working in the electrical industry. These competencies include safety practices, direct-current electrical-circuit skills, appropriate communication and math skills, basic electricity and electric codes.</b></p>		

<b>Air Conditioning, Refrigeration and Heating Technology 1</b> --NEW: 2021-2022	<b>Grades 9-12</b>	<b>Course number:</b> <b>8713010</b> <b>(One credit)</b>
<p><b>This course provides students with competencies in the following topics essential to the air-conditioning, refrigeration and heating industry: safety practices; employability skills; materials and tools; mathematics; and construction documents.</b></p>		

<b>CAMBRIDGE AICE COMPUTER SCIENCE 1 AS LEVEL</b> --Starting 2020-2021--	<b>Grades 10-12</b>	<b>Course number:</b> <b>0200480</b> <b>(One credit)</b> <b>Level 3 course</b>
<p><b><u>Prerequisite: Application process and teacher recommendation</u></b></p> <p><b>The purpose of this course is to encourage students to meet the needs of higher education courses in computer science as well as twenty-first century digital employers. It encourages students to think creatively, through applying practical programming solutions, demonstrating that they are effective uses of technology. Learners develop computational thinking &amp; programming skills to solve computer science problems. The course will help learners develop a range of skills such as thinking creatively, analytically, logically and critically. They will also be able to appreciate the ethical issues that arise with current and emerging computing technologies.</b></p>		



<b>CAMBRIDGE AICE GLOBAL PERSPECTIVES AND RESEARCH AS 1 LEVEL (A MUST TAKE AND PASS COURSE FOR EACH CAMBRIDGE CANDIDATE) --Starting 2021-2022--</b>	<b>Grades 10-12</b>	<b>Course number: 1700364 (One credit) Level 3 course</b>
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**Prerequisite: Application process and teacher recommendation**

Cambridge International AS & A Level Global Perspectives and Research is a skills-based course that prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. They will develop unique, transferable skills including research, critical thinking and communication by following an approach to analyzing and evaluating arguments and perspectives called the 'Critical Path'.

Collaborative skills are enhanced through participation in a team project. The skills gained through study of this course help students to meet the demands of Twenty-First century learning, preparing the transition to higher education and the world of work.

<b>Research 1 Research 2</b>	<b>Grades 9-12</b>	<b>Course number: 1700300; 1700310</b>
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The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process. The content should include, but not be limited to, the following: nature and purpose of research, research questions and hypotheses, research methods and procedures, review of literature and other resources, primary and secondary sources, directed investigations, organization of information, report formats, styles, and content, critical analysis of research, submission of a major independent research project. Major project entails working with the WMHS Yearbook Staff to create the school yearbook.

<b>Introduction to the Teaching Profession EPIC PROGRAM</b>	<b>Grades 9-12</b>	<b>Course number: 8909010 (One credit)</b>
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This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in a minimum of 20 hours of guided observations and field experiences in multiple settings to

help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

<b>Human Growth and Development</b> <b>EPIC PROGRAM</b> <b>--Starting in 2020-2021--</b>	<b>Grades 10-12</b>	<b>Course number:</b> <b>8909020</b> <b>(One credit)</b>
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**Prerequisite: Application process and teacher recommendation, course: Introduction to the Teaching Profession**

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in a minimum of 30 hours of planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

<b>Foundations of Curriculum and Instruction and Principles of Teaching Internship</b> <b>EPIC PROGRAM</b> <b>--Starting in 2021-2022--</b>	<b>Grades 11-12</b>	<b>Course number:</b> <b>8909030 and 8909040</b> <b>(Two credits: BLOCK CLASS)</b>
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**Prerequisite: Application process and teacher recommendation, course: Introduction to the Teaching Profession and Human Growth and Development**

**8909030**

This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student

learning. Students will participate in a minimum of 50 hours of guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

**8909040**

The course is designed for students to apply their knowledge in real world education settings. Students must complete a minimum of 150 hours of internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will submit a completed portfolio by the end of the course for feedback.

WMHS DRAFT FOR 2021

## CAREER AND TECHNICAL EDUCATION PROGRAMS OFFERED AT THE WITHLACOOCHEE TECHNICAL COLLEGE AND LAKE TECHNICAL COLLEGE

Consult with the high school guidance for program information.



**CTE Dual Enrollment Requirements**

- Pre-approved by high school guidance counselor
- **Completed at least 4 semesters of high school**
- Good attendance history
- **Good discipline history**
- Must be enrolled in high school career-technical courses
- **2.0 unweighted GPA to begin and remain in programs**
- Meet the minimum age for their career and technical program (16 in most cases, 18 for some)
- **Take a course pre-requisites for any course in which they are enrolled**
- Score within 2 grade levels of the recommended score on the T.A.B.E. test
- **The CTE Dual enrollment program must lead to an industry certification.**

### VARIOUS VIRTUAL COURSES OFFERED ON SITE

Consult with the high school guidance for course information and virtual course approval.

### **GRADPOINT and VIRTUAL**

## EXCEPTIONAL STUDENT EDUCATION COURSES

(Courses offerings are subject to change.)

<p><u>Middle Grades Self-Contained</u>            7810011 Grade 6: Access M/J Language Arts 1            7810012 Grade 7: Access M/J Language Arts 2            7810013 Grade 8: Access M/J Language Arts 3</p> <p>7812015 Grade 6: Access M/J Grade 6 Mathematics            7812020 Grade 7: Access M/J Grade 7 Mathematics            7812030 Grade 8: Access M/J Grade 8 Mathematics</p> <p>7820015 Grade 6: Access M/J Comprehensive Science 1            7820016 Grade 7: Access M/J Comprehensive Science 2            7820017 Grade 8: Access M/J Comprehensive Science 3</p> <p>7821025 Grade 6: Access M/J United States History            7821021 Grade 7: Access M/J Civics            7821022 Grade 8: Access M/J World History</p>	<p>Grades 6-8</p>	
<p><u>Additional ESE middle grades courses</u>            7815010 Physical Education: 6-8            7855020 Hospital and Homebound            7855040 Instructional Services: 6-8            Advanced Academics: 6-8 for Gifted Students            7863000 Unique Skills: Social and Emotional 6-8            7863040 Unique Skills: Curriculum and Learning 6-8            7863080 Expanded Core Competencies: 6-8            7866040 Language Therapy: 6-8            7866050 Occupational Therapy: 6-8</p>	<p>Grades 6-8</p>	
<p><u>High Grades Self-Contained</u>            7910111 Access English 1/2            7910112 Access English 3/4</p> <p>7912080 Access Algebra 1A            7912090 Access Algebra 1B            7912065 Access Geometry            7912070 Access Liberal Arts Mathematics</p> <p>7920020 Access Earth/Space Science            7920015 Access Biology 1            7920011 Access Chemistry 1</p> <p>7921027 Access World History            7921025 Access United States History            7921015 Access United States Government            7921022 Access Economics with Financial Literacy</p>	<p>Grades 9-12</p>	
<p><u>Additional ESE high school credit courses</u>            7963010 Preparation for Adult Living            7963070 Unique Skills: Social and Emotional 9-12            7963080 Learning Strategies            7963150 Unique Skills: Communication 9-12            7963160 Unique Skills: Independent Functioning 9-12            7963170 Unique Skills: Curriculum and Learning 9-12            7980120 Career Experiences 9-12</p>		

For additional information, please reference the Sumter County School's Student Progression Plan 2020-2021, available online at the following URL: [www.sumter.k12.fl.us](http://www.sumter.k12.fl.us).



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