

2026-2027

A LA CARTE CURRICULUM GUIDE



**VIRTUAL
COURSE
OFFERINGS**



***MOSAIC DIGITAL ACADEMY** engages students by enhancing learning through a variety of virtual and live experiences to support the whole child, personalizing learning for students, and preparing them to be valued ethical contributors in a global society.*



**"A" RATED
SCHOOL**
since 2017



**BEST
HIGH SCHOOL**
Florida & National rankings
2019-2021



**SCHOOL OF
EXCELLENCE**
2018-2019



**100% OF
GRADUATING
CLASS EARNED
HIGH HONORS**
class of 2020



**100%
GRADUATION
RATE**
class of 2019 & 2021




education
**common sense
SCHOOL**

Mosaic Digital Academy is located on the campus of:

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Virtual Course Costs

Virtual Courses

Regular Virtual Courses:

\$350 per semester per course.

\$700 per year per course.

Virtual CTE/AICE/AP Courses:

\$550 per semester per course.

\$900 per year per course.

Important Information

1. Students may enroll in up to three courses.
 2. All fees are non-refundable.
 3. Fee must be invoiced one week prior to the start of the course.
 4. If you have any questions or need help getting started, please contact us at pep@stlucieschools.org or call 772-429-3997.
- **Live Class Time Sessions** via Microsoft Teams ensure students connect regularly with their teachers and peers. These sessions support both academic growth and social connection.
 - [View Class Time Schedules by Grade Band \(Example\)](#)
 - A wide range of **monthly school events**, including in-person “Live Days,” community meetups, virtual assemblies, and student celebrations, are designed to foster engagement and well-being.
 - [View Semester 1 Events Calendar \(Example\)](#)
 - [View Semester 2 Events Calendar \(Example\)](#)

Middle School Class Time Schedule

New Daily Attendance Intervention [Middle School]

Attendance Intervention Sessions will be required for any student with missing assignments from the previous week or weeks. Teachers host these sessions at 1:30 -2:30 PM daily via Teams. All students with missing assignments must attend their teacher's session at the end of the day. Failure to attend will result in mandatory live day on campus to make up all missing work.

School Day Semester 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 -9:00	8:45 –9:15 AM Homeroom Grades 6-8 IXL Time 9:15-10:00	***** Owls Prepare for Success *****			
9:00 – 9:30		ELA 6 THABIT	World History GIBERT 9:00 – 10:00	ELA 6 THABIT	MS Peer Counseling 1 THABIT 9:00 – 9:30
9:15 -10:00		ELA 7 BORSMAN		ELA 7 BORSMAN	M/J Fitness 6 THABIT 9:30 –10:00
		Algebra 1 SHO VAN		Algebra 1 SHO VAN	
		Geometry TAUF A		Geometry TAUF A	
10:00-11:00	Math Accelerated 7 SHOVAN	Pre-Algebra SHO VAN 10:00 – 11:00	Science 7 LINTON	ELA 8 BORSMAN	M/J P.E. 7/8 Check-in THABIT 10:00 –10:30
	ELA 8 BORSMAN				MS Critical Thinking Skills GIBERT 10:30 –11:00
11:00 – 12:00	Math 6 THABIT Math 7 SHOVAN US History GIBERT	Math 6 Accelerated SHOVAN Civics 7 GIBERT Science 8 LINTON	Math 6 THABIT Grade 7 (Algebra 1) SHOVAN	Civics 7 GIBERT Science 6 THABIT Science 8 LINTON	Grade 8 PENDA Learning LINTON 11:00-12:00
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 -1:30	Spanish 1 MIMNAUGH 12:30-1:30	Intervention Block Reading (Specified students)	Intervention Block Math (Specified students)	Intervention Block Reading (Specified students)	Intervention Block Math (Specified students)
1:30 -2:30 Mandatory Attendance Intervention (Specified students missing assignments from prior weeks) Monday – Friday Sessions via Teams					

High School Class Time Schedule

New Daily Attendance Intervention [High School]

Attendance Intervention Sessions will be required for any student with missing assignments from the previous week or weeks. Teachers host these sessions at 2:30 -3:00 PM daily via Teams. All students with missing assignments must attend their teacher's session at the end of the day. Failure to attend will result in mandatory live day on campus to make up all missing work.

School Day Semester 2	Monday	Tuesday	Wednesday	Thursday	Friday	
8:45 -9:00	Homeroom 8:45-9:15	Owls Prepare for Success	Owls Prepare for Success	Owls Prepare for Success	Owls Prepare for Success	
9:00 – 9:30		Algebra 1 SHOVAN Geometry TAUFA 9:00 – 10:00	Algebra 2 TAUFA Precalculus Honors SHOVAN 9:00 – 10:00	Algebra 1 SHOVAN Geometry TAUFA 9:00 – 10:00	Math for College Algebra TAUFA 9:00 – 10:00	<i>Leadership Skills Development</i> GIBERT 9:00 10:00
9:30 -10:00	9:15 –10:15 IXL ELA IXL Math					
10:00 – 10:30		English IV COLE 10:00-11:00	English I BORSMAN AICE General Paper COLE 10:00-11:00	English III COLE 10:00-11:00	AICE General Paper COLE 10:00-11:00	
<i>10:30-11:00</i>		Personal Finance & Money Management LORANGE 10:30-11:00				
11:00 –11:30	English II COLE Math for College Liberal Arts TAUFA 11:00-12:00	World History LORANGE 11:00-12:00	US History LORANGE 11:00-12:00	Economics LORANGE 11:00-12:00	<i>Critical Thinking and Study Skills</i> KAHR 11:00 – 11:30	
11:30 -12:00					<i>Journalism</i> COLE 11:30-12:00	<i>Social Media</i> BORSMAN 11:30-12:00
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
12:30 -1:30	Environmental Science KAHR <i>Spanish 1</i> MIMNAUGH 12:30-1:30	Biology KAHR 12:30-1:30	Chemistry LINTON 12:30-1:30	Biology KAHR 12:30-1:30	Marine Science KAHR 12:30-1:30	
1:30 -2:30	<i>Spanish 2</i> MIMNAUGH 1:30-2:30	Intervention Block Math (Specified students)	Intervention Block Reading (Specified students)	Intervention Block Math (Specified students)	Intervention Block Reading (Specified students)	
2:30-3:00 Mandatory Attendance Intervention (Specified students missing assignments from prior weeks) Monday – Friday Sessions Via Teams						

XL Math and Reading Required Lessons

IXL Reading is required for all 9th and 10th Graders and students in Grades 11 or 12 required to retake FAST ELA 10 to meet communication requirement for graduation. IXL Math is required for all students enrolled in Algebra 1, Algebra 2, and Geometry as well as students who need to retake Algebra 1 or Geometry EOC to meet Math requirement for graduation. Please complete all required lessons to be on track with weekly attendance.

A Note About Courses Without Class Time Sessions

Courses with no scheduled Class Time: HOPE, Career and Technical Education courses, Psychology 1, Digital Art Imaging 1, Driver Education, Spanish 3. Instructors are available via Microsoft Teams for questions. Teachers will schedule assignment overview sessions periodically during each semester as well as other support opportunities.

English Language Arts Grades 6-12

M/J Language Arts 1

Credit 1 Course Number: 1001010 Grade(s): 6 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.	

M/J Language Arts 2

Credit 1 Course Number: 1001040 Grade(s): 7 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.	

M/J Language Arts 3

Credit 1 Course Number: 1001070 Grade(s): 8 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.	

M/J Language Arts Advanced 1

Credit 1 Course Number: 1001020 Grade(s): 6 Prerequisite: None	\$350 per semester per course. \$700 per year per course

Description:

At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

M/J Language Arts Advanced 2

Credit 1**Course Number: 1001050****Grade(s): 7****Prerequisite: None****\$350** per semester per course.**\$700** per year per course**Description:**

At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

M/J Language Arts Advanced 3

Credit 1**Course Number: 1001080****Grade(s): 8****Prerequisite: None****\$350** per semester per course.**\$700** per year per course**Description:**

At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

English 1

Credit 1

Course Number: 1001310

Grade(s): 9

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

English 2

Credit 1

Course Number: 1001340

Grade(s): 10

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

English 3

Credit 1

Course Number: 1001370

Grade(s): 11

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Location and Time					

English 4

Credit 1 Course Number: 1001400 Grade(s): 12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.	

English 1 Honors

Credit 1 Course Number: 1001320 Grade(s): 9 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.	

English 2 Honors

Credit 1 Course Number: 1001350 Grade(s): 10 Prerequisite: None	\$350 per semester per course. \$700 per year per course
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Description: At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.	

English 3 Honors

Credit 1 Course Number: 1001380 Grade(s): 11 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines	

English 4 Honors

Credit 1 Course Number: 1001410 Grade(s): 12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.	

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Cambridge AICE English General Paper

Credit 1 Course Number: 1009400 Grade(s): 10, 11,12 Prerequisite: None	\$550 per semester per course. \$900 per year per course.
Description: This syllabus builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyze opinions and ideas and learn how to construct an argument. This syllabus develops highly transferrable skills including: • how to develop arguments and present reasoned explanations • a wider awareness and knowledge of current issues • independent reasoning, interpretation and persuasion skills • the ability to present a point of view clearly and reflect upon those of others.	

Mathematics Grades 6-12

M/J Grade 6 Math

Credit 1 Course Number: 1205010 Grade(s): 6 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: In grade 6, instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking.	

M/J Grade 7 Math

Credit 1 Course Number: 1205040 Grade(s): 7 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.	

M/J Grade 8 Pre-Algebra

Credit 1 Course Number: 1205070 Grade(s): 8 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: In grade 8, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.	

M/J Accelerated Math Grade 6

Credit 1 Course Number: 1205020 Grade(s): 6 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description:	

In grade 6 accelerated, instructional time will emphasize five areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percentages and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data.

Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Accelerated Math Grade 7

Credit 1
Course Number: 1205050
Grade(s): 6
Prerequisite: None

\$350 per semester per course.
\$700 per year per course

Description:

In grade 7 accelerated, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generating equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.

Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Algebra 1

Credit 1

\$350 per semester per course.

Course Number: 1200310 Grade(s): 6-12 Prerequisite: None	\$700 per year per course
Description: In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.	

Algebra 1 Honors

Credit 1 Course Number: 1200320 Grade(s): 6-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.	

Algebra 2

Credit 1 Course Number: 1200330 Grade(s): 6-12	\$350 per semester per course. \$700 per year per course
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Prerequisite: None	
Description: In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.	

Geometry

Credit 1 Course Number: 1206310 Grade(s): 7-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.	

Geometry Honors

Credit 1 Course Number: 1206320 Grade(s): 7-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.	

Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Precalculus Honors

Credit 1 Course Number: 1202340 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.	

Math Data and Financial Literacy

Credit 1 Course Number: 1200384 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.	

Math Data and Financial Literacy Honors

Credit 1 Course Number: 1200388 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
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Description: In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions. Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.	

Foundational Skills Math 9-12

Credit 1 Course Number: 1200400 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.	

Social Studies

M/J World History

Credit 1 Course Number: 2109010 Grade(s): 6 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The primary content of this course covers the world's earliest civilizations through the ancient and classical civilizations of Africa, Asia, and Europe. Students will examine the political, economic,	

geographic, religious/philosophical, and social aspects of these civilizations to analyze their development, understand cultures, and compare different time periods. Instruction will also emphasize methods of historical inquiry, including the analysis of primary and secondary sources, to help students think critically about the past.

The content should include, but is not limited to, the following:

- Early river valley civilizations
- Classical civilizations of Africa, Asia, and Europe
- Geographic influences on historical development
- Economic systems and trade networks
- Political systems and forms of government
- Historical inquiry and analysis
- Use of primary and secondary sources
- Chronological thinking and cause-effect relationships in history

M/J Advanced World History

Credit 1

Course Number: 2109020

Grade(s): 6

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

The primary content of this course covers the world's earliest civilizations through the ancient and classical civilizations of Africa, Asia, and Europe. Students will examine the political, economic, geographic, religious/philosophical, and social aspects of these civilizations to analyze their development, understand cultures, and compare different time periods. Instruction will also emphasize methods of historical inquiry, including the analysis of primary and secondary sources, to help students think critically about the past.

The content should include, but is not limited to, the following:

- Early river valley civilizations
- Classical civilizations of Africa, Asia, and Europe
- Geographic influences on historical development
- Economic systems and trade networks
- Political systems and forms of government
- Historical inquiry and analysis
- Use of primary and secondary sources
- Chronological thinking and cause-effect relationships in history

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures and complexity of tasks. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

M/J Civics and Career Planning

Credit 1 Course Number: 2106016 Grade(s): 7-8 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The primary content of this course focuses on the principles, structure, and functions of government; the historical foundations of the American political system; the rights, responsibilities, and roles of U.S. citizens; and the various ways individuals actively participate in civic life. The course integrates geographic and economic concepts to deepen understanding and is aligned with Florida's Civics and Government benchmarks. The content of this course should include, but is not limited to, the following: • Trace government origins and purposes through Greek, Roman, Enlightenment, and Judeo-Christian influences. • Analyze causes and effects of American independence and British colonial policies. • Explore key figures, documents, and debates in U.S. government formation, including Federalist and Anti-Federalist views. • Examine citizenship roles and civic obligations like voting, assembly, and petitioning. • Outline the citizenship process and significance of naturalization and residency. • Understand the Bill of Rights, First Amendment freedoms, and civil rights expanded by later amendments. • Explain U.S. government structure, branches, powers, federalism, and rule of law. • Compare global government systems and economies with the U.S., and how they interact. • Investigate domestic-foreign policy connections, international organizations, and U.S. involvement in global conflicts. Career and Education Planning - Per section 1003.4156, Florida Statutes, students in grades 6–8 must complete a Career and Education Planning course, taught by any instructional staff. The course must be Internet-based, customizable for each student, and include research-based assessments to help students explore education and career options. It must result in a personalized academic and career plan using Florida's online career planning system, when available. Students must learn how to access, update, and are encouraged to revise their plan annually through middle and high school. The plan must emphasize entrepreneurship, employability skills, and include information from the Department of Commerce's economic security report and other state resources. It must also cover high school graduation requirements, diploma designations, career and technical education pathways, Bright Futures scholarships, college admission requirements, opportunities for earning college credit (e.g., AP, IB, AICE, dual enrollment), work-based learning (e.g., internships, apprenticeships), and career education courses leading to industry certification. The course may be taught as a stand-alone or integrated into other courses.	

M/J Advanced Civics and Career Planning

Credit 1 Course Number: 2106026 Grade(s): 7-8 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The primary content of this course focuses on the principles, structure, and functions of government; the historical foundations of the American political system; the rights, responsibilities, and roles of U.S. citizens; and the various ways individuals actively participate in civic life. The course integrates geographic and economic concepts to deepen understanding and is aligned with Florida's Civics and Government benchmarks. The content of this course should include, but is not limited to, the following: • Trace government origins and purposes through Greek, Roman, Enlightenment, and Judeo-Christian influences. • Analyze causes and effects of American independence and British colonial policies. • Explore key figures, documents, and debates in U.S. government formation, including Federalist and Anti-Federalist views. • Examine citizenship roles and civic obligations like voting, assembly, and petitioning. • Outline the citizenship process and significance of naturalization and residency. • Understand the Bill of Rights, First Amendment freedoms, and civil rights expanded by later amendments. • Explain U.S. government structure, branches, powers, federalism, and rule of law. • Compare global government systems and economies with the U.S., and how they interact. • Investigate domestic-foreign policy connections, international organizations, and U.S. involvement in global conflicts. • Career and Education Planning - Per section 1003.4156, Florida Statutes, students in grades 6–8 must complete a Career and Education Planning course, taught by any instructional staff. The course must be Internet-based, customizable for each student, and include research-based assessments to help students explore education and career options. It must result in a personalized academic and career plan using Florida's online career planning system, when available. Students must learn how to access, update, and are encouraged to revise their plan annually through middle and high school. The plan must emphasize entrepreneurship, employability skills, and include information from the Department of Commerce's economic security report and other state resources. It must also cover high school graduation requirements, diploma designations, career and technical education pathways, Bright Futures scholarships, college admission requirements, opportunities for earning college credit (e.g., AP, IB, AICE, dual enrollment), work-based learning (e.g., internships, apprenticeships), and career education courses leading to industry certification. The course may be taught as a stand-alone or integrated into other courses.	

M/J US History and Career Planning

Credit 1 Course Number: 2100015 Grade(s): 7-8 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The primary content emphasis for this course pertains to the study of American history from the exploration and colonization eras 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 State and resulting impact on world history. Content should include, but is not limited to: • Analyze sources (primary/secondary), interpret data (charts, maps, timelines), evaluate arguments, differentiate fact/opinion, and understand diverse perspectives on historical events. • Compare colonial powers' interactions in North America, differentiate colonial regions (New England, Middle, Southern) by their characteristics and economic systems, examine the impact of key figures and groups (including Native Americans, Africans, women) on colonial development, and analyze the causes/consequences of the French and Indian War. • Explain the causes and consequences of the American Revolution, including British policies and colonial reactions. Analyze the Declaration of Independence, the strengths/weaknesses of the Articles of Confederation, and the Constitutional Convention (key compromises, ratification debate, early presidencies). Understand this era from diverse group perspectives and major events in Florida. • Examine the causes and consequences of westward expansion (e.g., War of 1812, Manifest Destiny, Mexican-American War), including the debate over slavery's spread. Analyze the impact of transportation and industrial revolutions, technological advancements, and the growth of the textile industry. Explore social reform movements (Second Great Awakening, women's suffrage), the impact of technology on slavery, slave culture, and significant Supreme Court decisions. Understand Jacksonian democracy and key Florida events. • Explain the causes (sectionalism, slavery, states' rights) and course of the Civil War, comparing Union and Confederate strengths/weaknesses and the impact of key battles. Analyze Abraham Lincoln's presidency. Explain and evaluate the policies, practices, and consequences of Reconstruction. Career and Education Planning - Per section 1003.4156, Florida Statutes, students in grades 6–8 must complete a Career and Education Planning course, taught by any instructional staff. The course must be Internet-based, customizable for each student, and include research-based assessments to help students explore education and career options. It must result in a personalized academic and career plan using Florida's online career planning system, when available. Students must learn how to access, update, and are encouraged to revise their plan annually through middle and high school. The plan must emphasize entrepreneurship, employability skills, and include information from the Department of Commerce's economic security report and other state resources. It must also cover high school graduation requirements, diploma designations, career and technical education pathways, Bright Futures scholarships, college admission requirements, opportunities for earning college credit (e.g., AP, IB, AICE, dual enrollment), work-based learning (e.g., internships, apprenticeships), and career education courses leading to industry certification. The course may be taught as a stand-alone or integrated into other courses.	

M/J US Advanced History and Career Planning

Credit 1

Course Number: 2100025

Grade(s): 7-8

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

The primary content emphasis for this course pertains to the study of American history from the exploration and colonization eras 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 State and resulting impact on world history.

Content should include, but is not limited to:

- Analyze sources (primary/secondary), interpret data (charts, maps, timelines), evaluate arguments, differentiate fact/opinion, and understand diverse perspectives on historical events.
- Compare colonial powers' interactions in North America, differentiate colonial regions (New England, Middle, Southern) by their characteristics and economic systems, examine the impact of key figures and groups (including Native Americans, Africans, women) on colonial development, and analyze the causes/consequences of the French and Indian War.
- Explain the causes and consequences of the American Revolution, including British policies and colonial reactions. Analyze the Declaration of Independence, the strengths/weaknesses of the Articles of Confederation, and the Constitutional Convention (key compromises, ratification debate, early presidencies). Understand this era from diverse group perspectives and major events in Florida.
- Examine the causes and consequences of westward expansion (e.g., War of 1812, Manifest Destiny, Mexican-American War), including the debate over slavery's spread. Analyze the impact of transportation and industrial revolutions, technological advancements, and the growth of the textile industry. Explore social reform movements (Second Great Awakening, women's suffrage), the impact of technology on slavery, slave culture, and significant Supreme Court decisions. Understand Jacksonian democracy and key Florida events.
- Explain the causes (sectionalism, slavery, states' rights) and course of the Civil War, comparing Union and Confederate strengths/weaknesses and the impact of key battles. Analyze Abraham Lincoln's presidency. Explain and evaluate the policies, practices, and consequences of Reconstruction.

Career and Education Planning - Per section 1003.4156, Florida Statutes, students in grades 6–8 must complete a Career and Education Planning course, taught by any instructional staff. The course must be Internet-based, customizable for each student, and include research-based assessments to help students explore education and career options. It must result in a personalized academic and career plan using Florida's online career planning system, when available. Students must learn how to access, update, and are encouraged to revise their plan annually through middle and high school. The plan must emphasize entrepreneurship, employability skills, and include information from the Department of Commerce's economic security report and other state resources. It must also cover high school graduation requirements, diploma designations, career and technical education pathways, Bright Futures scholarships, college admission requirements, opportunities for earning college credit (e.g., AP, IB, AICE, dual enrollment), work-based learning (e.g., internships, apprenticeships), and career education courses leading to industry certification. The course may be taught as a stand-alone or integrated into other courses.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures and complexity of tasks. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

World History

Credit 1

Course Number: 2109310

Grade(s): 9

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

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.

Content should include, but is not limited to:

- Use of geographic tools to analyze physical, cultural, political and economic patterns across regions and time.
- Development of skills in source analysis, timelines, cause/effect relationships and evaluating historical interpretations.
- Study of classical, medieval and non-Western civilizations and how they shaped modern societies.
- Exploration of major world religions, their origins, interactions and influence on culture and politics.
- The rise and fall of global empires; trade, conflict and cultural diffusion across regions
- The Renaissance, Reformation, Scientific Revolution and Enlightenment as drivers of change in thought, art and society.
- Motivations, consequences and global impact of exploration, colonialism, the Columbian Exchange and the slave trade.
- The impact of revolutions and reform movements on nations, ideologies and governance structures.
- Technological innovations, social upheaval, economic theories and responses to industrialization.
- Causes and effects of world wars, the Holocaust, Cold War tensions, independence movements, terrorism and modern global challenges.

World History Honors

Credit 1 Course Number: 2109320 Grade(s): 10 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: 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. Content should include, but is not limited to: • Use of geographic tools to analyze physical, cultural, political and economic patterns across regions and time. • Development of skills in source analysis, timelines, cause/effect relationships and evaluating historical interpretations. • Study of classical, medieval and non-Western civilizations and how they shaped modern societies. • Exploration of major world religions, their origins, interactions and influence on culture and politics. • The rise and fall of global empires; trade, conflict and cultural diffusion across regions • The Renaissance, Reformation, Scientific Revolution and Enlightenment as drivers of change in thought, art and society. • Motivations, consequences and global impact of exploration, colonialism, the Columbian Exchange and the slave trade. • The impact of revolutions and reform movements on nations, ideologies and governance structures. • Technological innovations, social upheaval, economic theories and responses to industrialization. • Causes and effects of world wars, the Holocaust, Cold War tensions, independence movements, terrorism and modern global challenges. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures and complexity of tasks. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.	

US History

Credit 1 Course Number: 2100310 Grade(s): 11 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history. Content should include, but is not limited to: • Emphasis on using timelines, primary/secondary sources, and multiple media types to interpret and understand United States history. • The exploration of the causes, key events and impacts of the Civil War and Reconstruction, including constitutional amendments and their social effects. • The examination of the shift from agrarian to industrial society, labor movements, urbanization and the experiences of immigrant groups. • The study of U.S. imperial expansion, World War I and how global conflict shaped domestic and foreign policy. • The cultural, economic and political transformations of the 1920's, followed by the crash, Great Depression and New Deal responses. • An analysis of World War II and the Cold War and their global and domestic effects, including the Holocaust, early Cold War tensions, and U.S. involvement in Korea and Vietnam. • An analysis of presidential policies from the 1960's onward, government scandals such as Watergate, and Supreme Court decisions that shaped American life. • The study of postwar prosperity, economic shifts, trade policies and challenges tied to international competition and labor. • The exploration of 21st-century challenges including immigration, terrorism, environmental concerns and America's evolving role in a globalized world.	

US History Honors

Credit 1 Course Number: 2100320 Grade(s): 11 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history. Content should include, but is not limited to:	

- Emphasis on using timelines, primary/secondary sources, and multiple media types to interpret and understand United States history.
- The exploration of the causes, key events and impacts of the Civil War and Reconstruction, including constitutional amendments and their social effects.
- The examination of the shift from agrarian to industrial society, labor movements, urbanization and the experiences of immigrant groups.
- The study of U.S. imperial expansion, World War I and how global conflict shaped domestic and foreign policy.
- The cultural, economic and political transformations of the 1920's, followed by the crash, Great Depression and New Deal responses.
- An analysis of World War II and the Cold War and their global and domestic effects, including the Holocaust, early Cold War tensions, and U.S. involvement in Korea and Vietnam.
- An analysis of presidential policies from the 1960's onward, government scandals such as Watergate, and Supreme Court decisions that shaped American life.
- The study of postwar prosperity, economic shifts, trade policies and challenges tied to international competition and labor.
- The exploration of 21st-century challenges including immigration, terrorism, environmental concerns and America's evolving role in a globalized world.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures and complexity of tasks. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

US Government

Credit .5

Course Number: 2106310

Grade(s): 12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

The primary content for the course pertains to the study of the origins, structure, functions, and principles of the United States government. This includes analysis of foundational documents, the roles of the three branches of government, the Constitution and its amendments, the rights and responsibilities of citizens, the electoral and policymaking processes, and the impact of civic engagement. The course also explores how government institutions have addressed civil rights, including historical and contemporary efforts to uphold constitutional protections and democratic values.

Content should include, but is not limited to:

- The foundations, structure, and functions of the U.S. government, including the Constitution, Bill of Rights, and separation of powers
- The principles of federalism, checks and balances, and individual rights

- The roles and responsibilities of the legislative, executive, and judicial branches
- The election process and factors influencing political participation and public opinion
- The impact of political parties, interest groups, and the media on government and policy
- The rights and responsibilities of citizenship at the local, state, and national levels
- Key Supreme Court decisions and their influence on civil rights and constitutional interpretation
- The evolution of civil rights for African Americans and responses to human rights violations
- The role of the U.S. in promoting democracy and human rights through foreign policy initiatives

US Government Honors

Credit .5

Course Number: 2106320

Grade(s): 12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

The primary content for the course pertains to the study of the origins, structure, functions, and principles of the United States government. This includes analysis of foundational documents, the roles of the three branches of government, the Constitution and its amendments, the rights and responsibilities of citizens, the electoral and policymaking processes, and the impact of civic engagement. The course also explores how government institutions have addressed civil rights, including historical and contemporary efforts to uphold constitutional protections and democratic values.

Content should include, but is not limited to:

- The foundations, structure, and functions of the U.S. government, including the Constitution, Bill of Rights, and separation of powers
- The principles of federalism, checks and balances, and individual rights
- The roles and responsibilities of the legislative, executive, and judicial branches
- The election process and factors influencing political participation and public opinion
- The impact of political parties, interest groups, and the media on government and policy
- The rights and responsibilities of citizenship at the local, state, and national levels
- Key Supreme Court decisions and their influence on civil rights and constitutional interpretation
- The evolution of civil rights for African Americans and responses to human rights violations
- The role of the U.S. in promoting democracy and human rights through foreign policy initiatives

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures and complexity of tasks. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Economics

Credit .5 Course Number: 2102310 Grade(s): 12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. The content of this course should include, but is not limited to, the following: • currency, banking, and monetary policy • the fundamental concepts relevant to the major economic systems • the global market and economy • major economic theories and economists • the role and influence of the government and fiscal policies • economic measurements, tools, and methodology • financial and investment markets • the business cycle	

Economics Honors

Credit .5 Course Number: 2102320 Grade(s): 12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. The content of this course should include, but is not limited to, the following: • currency, banking, and monetary policy • the fundamental concepts relevant to the major economic systems • the global market and economy • major economic theories and economists • the role and influence of the government and fiscal policies • economic measurements, tools, and methodology • financial and investment markets • the business cycle Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures and complexity of tasks. Instruction will be	

structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Personal Finance and Money Management

Credit .5

Course Number: 2102371

Grade(s): 9-12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

This course meets the statutory requirement outlined in Section 1003.4282(3)(h), Florida Statutes, which states that beginning with students entering grade 9 in the 2023-24 school year, each student must earn one-half credit in personal financial literacy and money management.

Content should include, but is not limited to:

- Understanding how personal values and cognitive biases impact financial decision-making
- Exploring career pathways, income generation, and the role of education in earning potential
- Developing and maintaining personal and household budgets
- Analyzing credit types, debt management, and responsible borrowing practices
- Understanding savings options, interest accumulation, and compound interest
- Evaluating investment opportunities and strategies for risk management and retirement planning
- Exploring consumer protection laws, digital financial safety, and insurance coverage
- Applying decision-making models to real-world financial scenarios

Psychology

Credit .5

Course Number: 2107300

Grade(s): 9-12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

Through the Psychology 1 course, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals.

Content should include, but is not limited to:

- Major theories and orientations of psychology
- Psychological methodology
- Statistical research
- Memory and cognition
- Human growth and development
- Personality

Science

M/J Comprehensive Science 1

Credit 1 Course Number: 2002040 Grade(s): 6 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret, and present the resulting data	

M/J Advanced Comprehensive Science 1

Credit 1 Course Number: 2002050 Grade(s): 6 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret, and present the resulting data	

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

M/J Comprehensive Science 2

Credit 1 Course Number: 2002070 Grade(s): 7 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret, and present the resulting data	

M/J Advanced Comprehensive Science 2

Credit 1 Course Number: 2002080 Grade(s): 7 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the	

middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret, and present the resulting data.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

M/J Comprehensive Science 3

Credit 1

Course Number: 2002100

Grade(s): 8

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

M/J Advanced Comprehensive Science 3

Credit 1

Course Number: 2002110

Grade(s): 8

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the

middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Environmental Science

Credit 1 Course Number: 2001340 Grade(s): 9 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Sample standards from this course include: Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies. Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change. Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively. Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change. Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively. Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water. Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health. Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction. Describe changes in ecosystems resulting from seasonal variations, climate change and succession.	

Environmental Science Honors

Credit 1 Course Number: 2001341 Grade(s): 9-12	\$350 per semester per course. \$700 per year per course
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Prerequisite: None	
Description: Sample standards from this course include: Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies. Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change. Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively. Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change. Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively. Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water. Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health. Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction. Describe changes in ecosystems resulting from seasonal variations, climate change and succession. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.	

Biology 1

Credit 1 Course Number: 2001310 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Sample standards include: Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon. Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science. Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport). Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells. Relate the structure of each of the major plant organs and tissues to physiological processes. Identify the major parts of the brain on diagrams or models. Describe how and why organisms are hierarchically classified and based on evolutionary relationships.	

Biology 1 Honors

Credit 1 Course Number: 2001320 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Sample standards include: Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon. Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science. Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport). Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells. Relate the structure of each of the major plant organs and tissues to physiological processes. Identify the major parts of the brain on diagrams or models. Describe how and why organisms are hierarchically classified and based on evolutionary relationships. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.	

Chemistry 1

Credit 1 Course Number: 2001340 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Sample standards include: Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent. Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: 1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts). 2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).	

3. Examine books and other sources of information to see what is already known,
4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. Plan investigations, (Design and evaluate a scientific investigation).
6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. Pose answers, explanations, or descriptions of events,
8. Generate explanations that explicate or describe natural phenomena (inferences),
9. Use appropriate evidence and reasoning to justify these explanations to others,
10. Communicate results of scientific investigations, and
11. Evaluate the merits of the explanations produced by others.

Chemistry 1 Honors

Credit 1

Course Number: 2001350

Grade(s): 9-12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

Sample standards include: Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. Examine books and other sources of information to see what is already known,
4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. Plan investigations, (Design and evaluate a scientific investigation).
6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).

7. Pose answers, explanations, or descriptions of events,
8. Generate explanations that explicate or describe natural phenomena (inferences),
9. Use appropriate evidence and reasoning to justify these explanations to others,
10. Communicate results of scientific investigations, and
11. Evaluate the merits of the explanations produced by others.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Marine Science 1

Credit 1 Course Number: 2002500 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Sample standards include: Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water. Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success. Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature. Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.	

Marine Science 1 Honors

Credit 1 Course Number: 2001510 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Sample standards include: Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water. Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success. Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature. Discuss how	

various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Visual and Performing Arts

M/J Digital Art and Design

Credit 1 Course Number: 0103000 Grade(s): 6-8 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.	

M/J Digital Art Imaging 1

Credit 1 Course Number: 0108370 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.	

Band 2

Credit 1 Course Number: 1302310 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.	

World Language

Spanish 1

Credit 1 Course Number: 0708340 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Spanish 1 introduces students to the target language and its culture. The student will develop communicative 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.	

Spanish 2

Credit 1 Course Number: 0708350 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Spanish 2 reinforces the fundamental skills acquired by the students 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.	

Spanish 3 Honors

Credit 1 Course Number: 0708360 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines	

Career and Technical Education

IT Fundamentals

Credit 1 Course Number: 9001310 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.	

Coding Fundamentals

Credit .5 Course Number: 9009200 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description:	

The purpose of this course is to assist 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. 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.

This course provides foundational knowledge toward SOC codes 15-1132 Software Developers, Applications and 15-1131 Computer Programmers.

Computers and Net Security Fundamentals

Credit 1

Course Number: 9001320

Grade(s): 9-12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity.

Cyber Security Essentials

Credit 1

Course Number: 9001330

Grade(s): 9-12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems.

Introduction to the Teaching Profession

Credit 1

Course Number: 8909010

Grade(s): 9-12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

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 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.

Human Growth and Development

Credit 1 Course Number: 8909020 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
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Description:

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 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.

Foundations of Curriculum and Instruction

Credit 1 Course Number: 8909030 Grade(s): 9-12 Prerequisite: None	\$350 per semester per course. \$700 per year per course
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Description:

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 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.

Physical Education

M/J Fitness Grade 6

Credit .5 Course Number: 1508000 Grade(s): 6 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The purpose of this course is to provide a foundation of knowledge and skills necessary for the development of a physically active lifestyle. The course addresses both the health and skill-based components of physical fitness, by providing a variety of movement opportunities which include but are not limited to fitness activities and team sports. This course includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.	

Comprehensive Physical Education 6/7

Credit .5 Course Number: 1508060 Grade(s): 6-7 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The purpose of this course is to provide a foundation of knowledge and skills necessary for the development of a physically active lifestyle. The course addresses both the health and skill-based components of physical fitness, by providing a variety of movement opportunities which include but are not limited to fitness activities and team sports. This course includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.	

Comprehensive Physical Education 7/8

Credit .5 Course Number: 1508070 Grade(s): 7-8 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: The purpose of this course is to provide a foundation of knowledge and skills necessary for the development of a physically active lifestyle. The course addresses both the health and skill-based components of physical fitness, by providing a variety of movement opportunities which include but are	

not limited to fitness activities and team sports. This course includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

Health and Physical Education (HOPE)

Credit 1

Course Number: 3026010

Grade(s): 9-12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

The purpose of this course is to develop and enhance behaviors that influence healthy lifestyle choices, student health and physical fitness. The full benefit of this course is achieved when students are taught using a comprehensive approach.

In addition to the physical education content, specific health education topics within this course include, but are not limited to:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence and Abuse
- Resiliency Education

Electives

M/J Grade 6 Digital Discoveries

Credit 1

Course Number: 02000021

Grade(s): 6

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

Digital Discoveries introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science. It encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

In Grade 6 Digital Discoveries, instructional time will emphasize the following areas:

Active learning experiences are relevant to students' lives, and provide students with authentic choice. Students are encouraged to be curious, solve personally relevant problems and express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work. It is also critical to diversify the technological workforce. Addressing inequities in computer science is critical to bringing it to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right support and opportunities, regardless of prior knowledge

M/J Grade 7 Digital Discoveries

Credit 1 Course Number: 02000022 Grade(s): 7 Prerequisite: None	\$350 per semester per course. \$700 per year per course
Description: Digital Discoveries introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. In Grade 7 Digital Discoveries, instructional time will emphasize the following areas: Active learning experiences are relevant to students' lives, and provide students with authentic choices. Students are encouraged to be curious, solve personally relevant problems and express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work. It is also critical to diversify the technological workforce. Addressing inequities in computer science is critical to bringing it to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the field. All students can succeed in computer science when given the right support and opportunities, regardless of prior knowledge	

M/J Journalism 1

Credit 1 Course Number: 1006000 Grade(s): 6-8 Prerequisite: None	\$350 per semester per course. \$700 per year per course
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Description:

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media.

Journalism 1

Credit 1**Course Number: 1006300****Grade(s): 9-12****Prerequisite: None****\$350** per semester per course.**\$700** per year per course**Description:**

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

General Notes

The content should include, but not be limited to, the following:

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Driver's Education Class

Credit .5**Course Number: 1900300****Grade(s): 10-12****Prerequisite: None****\$350** per semester per course.**\$700** per year per course**Description:****Major concepts/content**

The purpose of this classroom course is to introduce students to Florida driving laws/rules of the road and safe driving behavior. It will also provide an in-depth study of the contributing factors to vehicle crashes and their solutions. The content should include, but not be limited to, the following:

- Meaning and responsibilities of a Driver License
- Laws that govern the operation of a motor vehicle
- Knowledge of Florida's Graduated Driver Licensing (GDL) laws
- Vehicle control and traffic procedures
- Knowledge of sharing the road with other types of vehicles and vulnerable road users
- Defensive driving strategies
- Physical and mental factors that affect driving ability
- Effects of alcohol and other drugs on driving performance

Social Media

Credit .5

Course Number: 1006375

Grade(s): 9-12

Prerequisite: None

\$350 per semester per course.

\$700 per year per course

Description:

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

General Notes

The content should include, but not be limited to, the following:

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast;
- Demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Collaborating amongst peers; and
- Using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions