



**DELTONA MIDDLE  
SCHOOL**

**Program of Studies**

**2022-2023**

**TOGETHER  
WE ARE  
STRONGER**

***The School Board of Volusia County***

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

**Vision Statement**

*Ensuring all students receive a superior 21<sup>st</sup> century education.*

**Mission Statement**

*Volusia County Schools will ignite a passion for learning by providing a challenging, creative curriculum in a safe, supportive environment where students reach their highest potential.*

# **General Education**

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## **ART**

<b>0101005</b>	<b>M/J EXPLORING TWO-DIMENSIONAL ART (M/J Exploring 2D Art)</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	None

The purpose of this course is to provide experiences necessary for students to investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

<b>0101035</b>	<b>M/J EXPLORING THREE-DIMENSIONAL ART (M/J Exploring 3D Art)</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	None

The purpose of this course is to provide experiences necessary for students to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

<b>0103000</b>	<b>M/J DIGITAL ART &amp; DESIGN 1</b>	
	Offered:	Grade 6,7,8
	Length:	Year
	Prerequisite:	None

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.

## **DANCE**

<b>0300000</b>	<b>M/J DANCE 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

This course will provide students with experiences in at least one style of dance. The content will include movement analysis, basic movement terminology, rhythmic skills and musicality, and early dance history. Rhythmic movement will be stressed. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. Costs and/or fees may be required of students enrolled in this course.

<b>1508010</b>	<b>M/J EDUCATIONAL GYMNASTICS/DANCE</b>	
	Offered:	Grade 6
	Length:	Semester
	Prerequisite:	None

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

<b>0300010</b>	<b>M/J DANCE 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Dance 1 or Teacher Recommendation

This continuing course will provide experiences in at least two styles of dance. The content will include Laban movement analysis, movement terminology, musicality, improvisation, creativity, and dance history. Improvisation and creativity will be stressed. Students will be required to attend and/or participate in rehearsals, performances, and/or competitions outside of the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. Costs and/or fees may be required of students enrolled in this course.

## MUSIC

<b>1301030</b>	<b>M/J KEYBOARD 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

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

<b>1301040</b>	<b>M/J KEYBOARD 2</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

The purpose of this course is to apply basic music concepts in keyboard performance. The content shall include application of music fundamentals, performance techniques and interpretation of musical notation.

<b>1302000</b>	<b>M/J BAND 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

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

<b>1302010</b>	<b>M/J BAND 2 (Intermediate Band)</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

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

<b>1302020</b>	<b>M/J BAND 3 (Symphonic Band)</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation

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

<b>1302040</b>	<b>M/J ORCHESTRA 1</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation

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

<b>1302050</b>	<b>M/J ORCHESTRA 2</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation

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

<b>1302060</b>	<b>M/J ORCHESTRA 3</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation

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

<b>1303000</b>	<b>M/J CHORUS 1</b> <b>Men's Chorus</b> <b>Women's Chorus</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

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

<b>1303020</b>	<b>M/J CHORUS 3 (Concert Choir)</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation

The purpose of this course is to provide students with experience in fundamental vocal production techniques and part singing. Content shall include enabling students to display fundamental skills as described in Chorus 1. After-school rehearsals and performances are a part of this course.

<b>1303110</b>	<b>M/J VOCAL ENSEMBLE 2 (Show Choir)</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Teacher Recommendation

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



**Performing Arts Academy Courses**  
**(Application and Fees required)**

<b>1303100P</b>	<b>M/J VOCAL ENSEMBLE 1</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	Teacher Recommendation

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

<b>0101035P</b>	<b>M/J EXPLORING THREE-DIMENSIONAL ART (M/J Exploring 3D Art)</b>	
	Offered:	Grade 6, 7, 8
	Length:	Semester
	Prerequisite:	None

The purpose of this course is to provide experiences necessary for students to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

## **PHYSICAL EDUCATION**

<b>1508000</b>	<b>M/J FITNESS GRADE 6 Combined with Computer Applications 1</b>	
	Offered:	Grade 6
	Length:	Semester
	Prerequisite:	None

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

<b>1508020</b>	<b>M/J TEAM SPORTS</b>	
	Offered:	Grade 7
	Length:	Semester
	Prerequisite:	None

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

<b>1508070</b>	<b>M/J COMPREHENSIVE GRADE 7/8</b>	
	Offered:	Grade 7, 8
	Length:	Semester
	Prerequisite:	None

This course is designed for 7th and 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

## **PEER COUNSELING**

<b>1400025</b>	<b>M/J PEERS AS PARTNERS IN LEARNING</b>	
	Offered:	Grade 6, 7, 8
	Length:	Multiple
	Prerequisite:	None

This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in the course will learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, person-first language, presumed competence, equitable services for students with disabilities, and media representation of diverse people.

## **RESEARCH**

<b>1700110 1700120</b>	<b>M/J AVID 6<sup>th</sup>; M/J AVID 7<sup>th</sup></b>	
	Offered:	Grade 6-7
	Length:	Year
	Prerequisite:	None

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

## **WORLD LANGUAGES**

<b>0708000</b>	<b>M/J SPANISH BEGINNING</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

M/J Spanish Beginning introduces students to the target language and its cultures. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, connections, comparisons, and communities are included in this one-year course.

<b>0708340M</b>	<b>SPANISH 1*</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	None

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

***\*See information on Page 35 - High School Credit Earned in Middle School***

<b>0709300</b>	<b>SPANISH FOR SPANISH SPEAKERS 1*</b>	
	Offered:	Grade 7, 8
	Length:	Year
	Prerequisite:	None

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

***\* See information on Page 35 - High School Credit Earned in Middle School***

### **ADDITIONAL COURSES**

<b>0500020</b>	<b>M/J PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS (Office Aide)</b> <b>**By teacher recommendation only</b>	
	Offered:	Grade 8
	Length:	Semester/Year
	Prerequisite:	None

The purpose of this course is to provide students with an opportunity to experience success in school and enhance attitudes and behaviors towards learning, self, school and community. The content should include, but not be limited to, the following: knowledge of self and others, development of positive attitudes, family relationships, peer pressure, individual responsibility, goal setting, time management, decision making, problem solving, leadership skills, life management skills, employability skills, and career planning.

## **LANGUAGE ARTS**

<b>1001010</b>	<b>M/J LANGUAGE ARTS 1</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	None

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. 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. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

<b>1001040</b>	<b>M/J LANGUAGE ARTS 2</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	Completion of M/J Language Arts 1

This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. 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. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

<b>1001070</b>	<b>M/J LANGUAGE ARTS 3</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	Completion of M/J Language Arts 2

This course defines what students should understand and be able to do by the end of 8th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. 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. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

<b>1001020</b>	<b>M/J LANGUAGE ARTS 1, ADVANCED</b>	
	Offered: Length: Prerequisite:	Grade 6Year Grade 5 test data, report card grades, and teacher recommendation

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. 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.

<b>1001050</b>	<b>M/J LANGUAGE ARTS 2, ADVANCED</b>	
	Offered: Length: Prerequisite:	Grade 7 Year Completion of M/J Language Arts 1 or M/J Language Arts 1, Advanced

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. 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.

<b>Honors and Advanced Level Course</b> <b>Note:</b> Advanced courses require a	<b>M/J LANGUAGE ARTS 3, ADVANCED</b>	
	Offered: Length: Prerequisite:	Grade 8 Year Completion of M/J Language Arts 2 or M/J Language Arts 2, Advanced

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. 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.

**Honors and Advanced Level Course Note:** 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. Academic rigor is more than simply assigning to students a greater quantity of work.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

<b>1002000</b>	<b>M/J LANGUAGE ARTS 1 THROUGH ESOL</b>	
	Offered: Length: Prerequisite:	Grade 6 Year Limited English Proficiency

The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

### **General Notes:**

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text-based claims and evidence
- 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
- collaboration amongst peers

### **Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements*

*- the former providing broad standards, the latter providing additional specificity - that together define the*



*skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

<b>1002010</b>	<b>M/J LANGUAGE ARTS 2 THROUGH ESOL</b>	
	Offered: Length: Prerequisite:	Grade 7 Year Limited English Proficiency

The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

**General Notes:**

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text-based claims and evidence
- 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
- collaboration amongst peers

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

1002020	M/J LANGUAGE ARTS 3 THROUGH ESOL	
	Offered: Length: Prerequisite:	Grade 8 Year Limited English Proficiency

The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

**General Notes:**

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature

- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- 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
- collaboration amongst peers

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements*

*- the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

1002181	M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year Limited English Proficiency (LY) - See Decision Tree 2 from the VCS K-12 Reading Plan

The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

The multiple credit courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

#### General Notes:

The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

**Additional Notes:** Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

#### **Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.**

**In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.**

*The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

## **INTENSIVE READING**

<b>1000010A</b> <b>(Tier 2 – grade 6)</b> <b>Achieve 3000</b>	<b>M/J INTENSIVE READING 1</b>	
	Offered: Length: Prerequisite:	Grade 6 Year FSA ELA Level 1 or 2

This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

See the VCS K-12 Reading Plan for more specific placement information.

<b>1000010</b> <b>(Tier 3 – grade 6)</b>	<b>M/J INTENSIVE READING 1</b>	
	Offered: Length: Prerequisite:	Grade 6 Year FSA ELA Level 1

This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

See the VCS K-12 Reading Plan for more specific placement information.

<b>1000012A</b> <b>(Tier 2 – grade 7)</b> <b>Achieve 3000</b>	<b>M/J INTENSIVE READING 2</b>	
	Offered: Length: Prerequisite:	Grade 7 Year FSA ELA Level 1 (High) or Level 2

This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

See the VCS K-12 Reading Plan for more specific placement information.

<b>1000012</b> <b>(Tier 3 – grade 7)</b>	<b>M/J INTENSIVE READING 2</b>	
	Offered: Length: Prerequisite:	Grade 7 Year FSA ELA Level 1

This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

See the VCS K-12 Reading Plan for more specific placement information.

<b>1000014A</b> <b>(Tier 2 – grade 8)</b> <b>Achieve 3000</b>	<b>M/J INTENSIVE READING 3</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	FSA ELA Level 1 (High) or Level 2

This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

See the VCS K-12 Reading Plan for more specific placement information.

<b>1000014</b> <b>(Tier 3 – grade 8)</b>	<b>M/J INTENSIVE READING 3</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	FSA ELA Level 1

This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

See the VCS K-12 Reading Plan for more specific placement information.



## **MATHEMATICS**

To provide the best possible placement in mathematics for each student, all mathematics courses, with the exception of Grade 6 Mathematics, require teacher recommendation.

<b>1205010</b>	<b>M/J GRADE 6 MATHEMATICS</b>	
	Offered: Length: Prerequisite:	Grade 6 Year Successful completion of Grade 5 Mathematics

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.

<b>1205020</b>	<b>M/J ACCELERATED MATHEMATICS GRADE 6</b>	
	Offered: Length: Prerequisite:	Grade 6 Year Teacher Recommendation from the Elementary School and recommended scale score.

Accelerated Mathematics Grade 6 is a rigorous course covering grade 6 and 7 benchmarks that is designed to develop the skills and concepts necessary for success in Accelerated Mathematics Grade 7. 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.

<b>1205020M</b>	<b>M/J ACCELERATED MATHEMATICS GRADE 6 HONORS</b> <b>*The M is a toggle added by each school.</b>	
	Offered: Length: Prerequisite:	Grade 6 Year Teacher Recommendation from the Elementary School <u>and a Level 4 or 5 on the Grade 5 FSA</u>

The Grade 6 HONORS course is a rigorous course covering Grade 6, 7 and 8 Benchmarks that is designed to help students learn the concepts necessary to be successful in Algebra I Honors. In addition to the five critical areas in Grade 6 Accelerated Mathematics, instructional time should be focus on basic algebra concepts and a review of arithmetic algorithms. Topics include pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations, introducing the fundamental principles of algebra, which include algebraic symbolism, simplifying expressions, solutions to higher level equations, and the graphic representations associated with variables. Students will synthesize and algebraically represent situations to solve problems, especially those involving linear relationships. In addition to the pre-algebra concepts, students will develop an understanding of probability and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.

<b>1205040</b>	<b>M/J GRADE 7 MATHEMATICS</b>	
	Offered: Length: Prerequisite:	Grade 7 Year Successful completion of Grade 6 Mathematics

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.

<b>1205050</b>	<b>M/J ACCELERATED MATHEMATICS GRADE 7</b>	
	Offered: Length: Prerequisite:	Grade 7 Year Successful completion of Grade 6 Accelerated

Accelerated Mathematics Grade 7 is a rigorous course covering grade 7 and 8 benchmarks that is designed to develop the skills and concepts necessary for success in Algebra 1 Honors. 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.

<b>1205070</b>	<b>M/J GRADE 8 PRE-ALGEBRA</b>	
	Offered: Length: Prerequisite:	Grade 8 Year Successful completion of Grade 7 Mathematics

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.

<b>1200320</b>	<b>ALGEBRA 1 HONORS</b>	
	Offered:	Grade 7, 8
	Credit:	1.0
	Length:	Year
	Prerequisite:	Grade 6 HONORS or Grade 7 Accelerated
	Type of Credit:	Math

This course is a rigorous in-depth study of the topics of Algebra 1. 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.

**Students will be required to sit for the end of course exam (EOC) which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded high school credit for the course.** Students who are 7<sup>th</sup> graders and successfully complete this course will take Geometry Honors in 8<sup>th</sup> grade for high school credit; with the expectation of completing four additional years of mathematics in AP and / or IB courses in high school (three additional mathematics credits above this content in high school are required).

***\*See information on Page 35 - High School Credit Earned in Middle School***

<b>1206320</b>	<b>GEOMETRY HONORS</b>	
	Offered:	Grade 8
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 Honors or equivalent
	Type of Credit:	Math

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. 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.

**Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.**

***\*See information on Page 35 - High School Credit Earned in Middle School***

## **SCIENCE**

<b>2002040</b>	<b>M/J COMPREHENSIVE SCIENCE 1</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	None

Comprehensive Science 1 is the first in a series of three consecutive science classes. This course introduces science, energy, forces, weather, climate, Earth's systems, and the living world. Some topics are explored in depth while others are introduced to serve as building blocks for M/J Comprehensive Science 2 and 3. Students explore science through everyday examples and experiences and participate in weekly hands-on activities, investigations and or laboratory experiences to apply what they have learned.

<b>2002050</b>	<b>M/J COMPREHENSIVE SCIENCE 1 ADVANCED</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	Level 3-5 FSA ELA

Students taking this advanced course should have earned a 3 or higher on FSA ELA and the Florida Statewide Science Assessment. Advanced labs are integral to this course. Comprehensive Science 1 is the first in a series of three consecutive science classes. This course introduces science, energy, forces, weather, climate, Earth's systems, and the living world. Some topics are explored in depth while others are introduced to serve as building blocks for M/J Comprehensive Science 2 and 3. Students explore science through everyday examples and experiences and participate in weekly hands-on activities, investigations and laboratory experiences to apply what they have learned.

<b>2002070</b>	<b>M/J COMPREHENSIVE SCIENCE 2</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None

Comprehensive Science 2 is the second course in the M/J Comprehensive Science sequence. In this course, students explore the foundations of science, energy, the Earth and it's features, Earth's internal and external structures and how they change, Earth's history, living things and how they change and interact, genetics and heredity, and organization of the living world. Some of these topics are introduced and serve as a foundation for M/J Comprehensive Science 3, and others are discussed in detail. Students learn through real-world examples, hands-on activities and weekly laboratory experiences in order to apply what they have learned.

<b>2002080</b>	<b>M/J COMPREHENSIVE SCIENCE 2 ADVANCED</b>	
	Offered: Length: Prerequisite:	Grade 7 Year Level 3-5 FSA ELA

This course follows Comprehensive Science 1, Advanced. Students taking this advanced course should have earned a 3 or higher on FSA ELA and demonstrated a high level of success in Comprehensive Science 1. These concepts include Earth science, life science, and physics. Students will carry out higher order lab activities using processes such as measurement, observation, predicting, reasoning and problem-solving. Advanced labs are integral to this course.

<b>2002100</b>	<b>M/J COMPREHENSIVE SCIENCE 3</b>	
	Offered: Length: Prerequisite:	Grade 8 Year None

Comprehensive Science 3 is the last class of the M/J Comprehensive Science series. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned. Students will take the Florida Statewide Science Assessment at the end of this course which measures achievement of Grade 6-8 standards.

<b>2002110</b>	<b>M/J COMPREHENSIVE SCIENCE 3 ADVANCED</b>	
	Offered: Length: Prerequisite:	Grade 8 Year Level 3-5 FSA ELA

Comprehensive Science 3, Advanced is the third year of the Comprehensive Science Advanced program. Advanced labs are integral to this course. Students taking this advanced course should have earned a 3 or higher on FSA ELA and demonstrated a high level of success in Comprehensive Science 2. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned. Students will take the Florida Statewide Science Assessment at the end of this course which measures achievement of Grade 6-8 standards.

## **SOCIAL STUDIES**

<b>2100010</b>	<b>M/J US HISTORY</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	None

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

<b>2100020</b>	<b>M/J US HISTORY ADVANCED</b>	
	Offered:	Grade 6
	Length:	Year
	Prerequisite:	Teacher Recommendation/Student Profile

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

<b>2106010</b>	<b>M/J CIVICS</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None

The purpose of the Civics course is to enable students to develop the knowledge and skills necessary to become informed and active participants in our democratic-republic. Students will learn about local, state, and federal government, civic organizations, and citizens' rights and responsibilities including foundational economics and financial literacy. **This is a required course for promotion to High School. Students will be required to sit for the Statewide End of Course Exam in Civics which will constitute 30% of the overall final course grade.**

2106020	M/J CIVICS ADVANCED	
	Offered: Length: Prerequisite:	Grade 7 Year Teacher Recommendation/Student Profile

The purpose of the Advanced Civics course is to enable students to develop the knowledge and skills necessary to become informed and active participants in our democratic-republic. Students will learn about local, state, and federal government, civic organizations, and citizens' rights and responsibilities including foundational economics and financial literacy. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). **This is a required course for promotion to High School. Students will be required to sit for the Statewide End of Course Exam in Civics which will constitute 30% of the overall final course grade.**

2100015	M/J UNITED STATES HISTORY & CAREER PLANNING	
	Offered: Length: Prerequisite:	Grade 8 Year None

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

Career Planning: Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms.

<b>2100025</b>	<b>M/J UNITED STATES HISTORY &amp; CAREER PLANNING ADVANCED</b>	
	Offered: Length: Prerequisite:	Grade 8 Year Teacher Recommendation/Student Profile

This course provides an understanding of the development of the American nation by examining the political, economic, religious and philosophical, social, and intellectual events that have affected our nation. Content will include, but will not be limited to, exploration and colonial development, the American Revolution, the formation of the Constitution, and the federal system, westward expansion, the Civil War and Reconstruction, technological and urban transformation, the evolution of American ideas and practices, foreign policy development, the development of the free-market economy, and contemporary domestic and foreign issues. This course is designed to prepare students for advanced coursework in high school and will involve high-level document analysis and writing. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and /or extended research-based paper/project (e.g., Social Studies fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Career Planning: Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms.



# VOLUSIA ONLINE LEARNING



*Personalizing Learning for Every Student!*

This program meets the needs of students who learn productively on their own time, in their own space. VOL expands the variety of academic opportunities for Volusia County students and serves as one way to fulfill the **online graduation requirement** for Florida students. Students must successfully complete one virtual or blended course to receive a diploma.

Students in grades 6-8 who successfully complete an online course for high school credit will fulfill the requirement.

**Students can work online *any time, any place*.** VOL teachers are district employees who are highly qualified and fully certified. All course offerings are aligned to the Florida standards and district curriculum maps, ensuring quality and rigor.

## High School Courses



### English

- English 1-4
- English 1-4 Honors
- English for College Readiness



### Math

- Algebra 1 and 1 Honors
- Liberal Arts Math 1 and 2
- Algebra 1A and 1B
- Algebra 2 and 2 Honors
- Geometry and Geo Honors
- Informal Geometry
- Math for College Inness
- Pre-calculus Honors
- Calculus Honors
- Trigonometry Honors
- Analysis of Functions



### Science

- Biology 1 and Bio Honors
- Earth Space Science and Honors
- Environmental Science
- Physical Science
- Chemistry
- Physics
- Agriscience Foundations
- Marine Science
- Forensic Science



### Social Studies

- Economics and Honors
- US Government and Honors
- US History and Honors
- World History and Honors
- African American History



### Foreign Language

- Spanish 1
- Spanish 2
- Spanish 3 Honors
- AP Spanish Lang & Culture
- American Sign Language 1



### Health/Physical Education

- Personal Fitness
- Fitness Lifestyle Design



### Electives

- Career Research and Decision Making
- Driver's Education - **To get Permit Only**
- Psychology 1
- Speech 1
- Speech 2
- Intensive Reading
- Peer Counseling 1 and 2
- Psychology 1 and 2
- Sociology
- Digital Information Tech
- Theater, Cinema, & Film Production
- Creative Writing 1
- Reading for College Success
- Writing for College Success
- Marketing Foundations
- Outdoor Education
- World Cultural Geography
- Veterinary Assisting 1
- Personal Financial Literacy

## Middle School Courses



### English

- Grade 6-8 Language Arts and Advanced



### Math

- Grade 6 Math, Honors/Advanced
- Grade 7 Math and Advanced
- Grade 8 Pre-Algebra



### Science

- Grade 6-8 Comprehensive Science
- Grade 6-8 Comprehensive Science Advanced



### Social Studies

- Grade 6 World History and Advanced
- Grade 7 Civics and Advanced
- Grade 8 US History and Advanced



### Foreign Language

- Spanish Beginning
- Spanish Intermediate



### Electives

- Fitness Grade 6
- Physical Fitness 6/7
- Physical Fitness 7/8
- Career Research and Decision Making
- Business Keyboarding
- Critical Thinking
- Journalism
- Peer Counseling 1
- Intensive Reading
- Creating Writing
- Introduction to Coding A
- Introduction to Coding B
- Orientation to Career Clusters



Middle school students may also take ANY High School elective for High School credit. Students **MUST** submit a High School Application to take courses for High School credit.



Virtual courses with Volusia County Schools are powered by Florida Virtual School.



## **HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL**

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

**Exceptional Student Education**

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## **SEPARATE CLASS - MILD/MODERATE VE and SC-E/BD ACADEMIC**

Students with disabilities who are not eligible for alternate assessment, must enroll in general education courses.

### **Instructional Strategies**

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

### **VE MODIFIED & MULTI-VE (ACCESS PROGRAMS)**

#### **ACADEMICS**

Access courses are intended only for students with a significant cognitive disability and are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

<b>7810011</b>	<b>ACCESS M/J LANGUAGE ARTS 1</b>	
	Offered: Length: Prerequisite:	Grade 6 Year None

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

<b>7810012</b>	<b>ACCESS M/J LANGUAGE ARTS 2</b>	
	Offered: Length: Prerequisite:	Grade 7 Year None

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

<b>7810013</b>	<b>ACCESS M/J LANGUAGE ARTS 3</b>	
	Offered: Length: Prerequisite:	Grade 8 Year None

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

<b>7812015</b>	<b>ACCESS M/J MATHEMATICS 1</b>	
	Offered: Length: Prerequisite:	Grade 6 Year None

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

<b>7812020</b>	<b>ACCESS M/J MATHEMATICS 2</b>	
	Offered:	Grade 7
	Length:	Year
	Prerequisite:	None

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

<b>7812030</b>	<b>ACCESS M/J MATHEMATICS 3</b>	
	Offered:	Grade 8
	Length:	Year
	Prerequisite:	None

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

<b>7820015</b>	<b>ACCESS M/J COMP. SCIENCE 1</b>	
	Offered:	Grades 6, 7, or 8
	Length:	Year
	Prerequisite:	None

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

<b>7820016</b>	<b>ACCESS M/J COMP. SCIENCE 2</b>	
	Offered: Length: Prerequisite:	Grades 6, 7, or 8 Year None

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

<b>7820017</b>	<b>ACCESS M/J COMP. SCIENCE 3</b>	
	Offered: Length: Prerequisite:	Grades 6, 7, or 8 Year None

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

<b>7821022</b>	<b>ACCESS M/J WORLD HISTORY</b>	
	Offered: Length: Prerequisite:	Grades 6, 7, or 8 Year None

This course consists of the following content area strands: World History, Geography, Civics, and Economics. The content is intended to develop or expand the student's understanding of the: Origins and purposes of government, law, and the American political system, Roles, rights, and responsibilities of United States citizens, Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth's ecosystems and the populations that dwell within them, Application of geography to interpret the past and present and plan for the future, Historical inquiry skills and analytical processes, Emergence of early civilizations, and Events, figures, and contributions of classical civilizations.

<b>7821021</b>	<b>ACCESS M/J CIVICS</b>	
	Offered: Length: Prerequisite:	Grades 6, 7, or 8 Year None

This course consists of the following content area strands: Civics, Geography, and Economics. The content is intended to develop or expand the student's understanding of the: Origins and purposes of government, law, and



the American political system , Roles, rights, and responsibilities of United States citizens, Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth’s ecosystems and the populations that dwell within them , Application of geography to interpret the past and present and plan for the future.

7821026	ACCESS M/J US HISTORY AND CAREER PLANNING	
	Offered: Length: Prerequisite:	Grades 6, 7, or 8 Year None

This course consists of the following content area strands: American History, Geography, Economics, and Civics. The content is intended to develop or expand the student’s understanding of the: Causes, course, and consequences of settlement in the American colonies, Causes, course, and consequences of the American Revolution and the founding principles of our nation, Causes, course, and consequences of westward expansion, Causes, course, and consequence of the Civil War and Reconstruction, Principles, functions, and organization of government, Roles, rights, and responsibilities of United States citizens, Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth’s ecosystems and the populations that dwell within them, Characteristics, distribution, and migration of human populations, Human actions that can impact the environment, Application of geography to interpret the past and present and plan for the future. This course also includes course standards in the areas of career planning and employability skills, as required by Florida Statute (1003.4156, F.S.).

**ABC Schedule: Middle School  
Multi VE and VE Modified (Access Programs)**

<b>A (2022-2023)</b>	<b>B (2023-2024)</b>	<b>C (2024-2025)</b>
7821023 Access M/J Civics and Career Planning	7821022 Access M/J World History	7821026 Access M/J US History and Career Planning
7820016 Access M/J Science 2	7820015 Access M/J Science 1	7820017 Access M/J Science 3
PE	PE	PE
7810011 Access M/J Language Arts 1 (6th) 7810012 Access M/J Language Arts 2 (7th) 7810013 Access M/J Language Arts 3 (8th)		
7812015 Access M/J Math 1 (6th) 7812020 Access M/J Math 2 (7th) 7812030 Access M/J Math 3 (8th)		
<p>The remainder of the day may consist of any of the following courses, based on student's documented IEP needs:</p> <p>7863030 Unique Skills: Independent Functioning 6-8 7863000 Unique Skills: Social &amp; Emotional 6-8 7863050 Unique Skills: Communication 6-8 or General Education elective</p>		

The courses listed above are the recommended courses for Multi VE and VE Modified middle school programs. In addition, students may take general education or other special skills courses.

## ALL PROGRAMS

### SPECIAL SKILLS COURSES

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

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

<b>7863040</b>	<b>UNIQUE SKILLS: CURRICULUM AND LEARNING</b>	
	Offered:	Grade 6,
	Length:	7, 8
	Prerequisite:	Semester None

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.

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

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

<b>7863000</b>	<b>UNIQUE SKILLS: SOCIAL AND EMOTIONAL 6-8</b>	
	Offered:	Grade 6, 7, 8
	Length:	Year
	Prerequisite:	None

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

<b>7863020</b>	<b>SPEECH AND AUDITORY TRAINING: 6-8</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

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

<b>7863060</b>	<b>ORIENTATION AND MOBILITY: 6-8</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment. The content should include, but not be limited to, the following: developing safe, efficient and independent travel skills in one's neighborhood, community, and school environment; using major forms of public transportation; traveling to specified destinations in an unfamiliar environment; and locating and reading survival symbols in order to access public places. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

<b>7863070</b>	<b>EXPANDED SKILLS: 6-8</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

The purpose of this course is to enable students who are deaf or hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

<b>7863080</b>	<b>EXPANDED CORE COMPETENCIES: 6-8</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting. The content should include, but not be limited to, the following: maximize use of sensory input, access print information through use of strategies and modifications for completion of general education requirements, personal communication systems, personal management, social and interpersonal relationships, and productivity and career options. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

<b>7863090</b>	<b>LEARNING STRATEGIES: 6-8</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

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

## **THERAPY COURSES**

<b>7866030</b>	<b>SPEECH THERAPY: 6-8</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Year None

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

<b>7866040</b>	<b>LANGUAGE THERAPY: 6-8</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Varies None

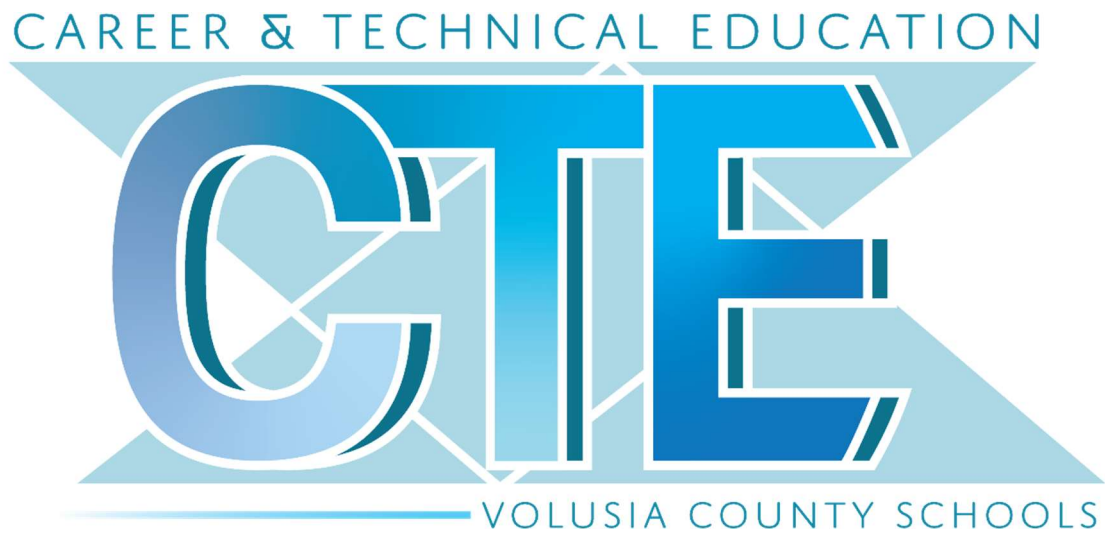
The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction, and vocational success.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

<b>7866050</b>	<b>OCCUPATIONAL THERAPY: 6-8</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Varies None

The purpose of this course is to provide instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to, the following: maintain, restore, or enhance motor and sensory skills; use adaptive equipment and assistive devices; and promote independence in activities of daily living. This entire course may not be mastered in one year.

<b>7866070</b>	<b>PHYSICAL THERAPY: 6-8</b>	
	Offered: Length: Prerequisite:	Grade 6, 7, 8 Varies None

The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions, including sensorimotor or neuromuscular deficits that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to, the following: maintain, restore, or enhance motor and sensory skills; use adaptive equipment and assistive devices; and promote independence in mobility and management of health-related functions. This entire course may not be mastered in one year.



# **CAREER AND TECHNICAL EDUCATION**

## **MIDDLE SCHOOL Programs of Study**

**2022 - 2023**



## **MIDDLE SCHOOL PROGRAM AREAS**

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**AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER**  
**Including the AGRISCIENCE ACADEMY**  
**(Fees and Application required for academies)**

<b>COURSES</b>	
<b>Course Number</b>	<b>Course Name</b>
8100120	Introduction to Agriscience <b>Non academy course or AgriScience Academy course</b>
8100310	Orientation to Agriscience <b>Non academy course or AgriScience Academy course</b>
8100210	Exploration of Agriscience <b>Non academy course or AgriScience Academy course</b>

8100120	INTRODUCTION TO AGRISCIENCE		Exploratory
	Offered:	Grade 6	
	Length:	Semester or Year	
	Prerequisite:	None	
The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.			

8100310	ORIENTATION TO AGRISCIENCE		Exploratory
	Offered:	Grade 7	
	Length:	Semester or Year	
	Prerequisite:	None	
The purpose of this course is to provide an overview of agriculture and will help students to be educated about their food supply. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.			

8100210	EXPLORATION OF AGRISCIENCE		Exploratory
	Offered:	Grade 8	
	Length:	Semester or Year	
	Prerequisite:	None	
The purpose of this course is to assist in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.			

PROGRAM NUMBER	FUNDAMENTALS OF AGRICULTURE, FOOD AND NATURAL RESOURCE SYSTEMS		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8207310	8207310	Fundamentals of Agriculture, Food & Natural Resource Systems		Ag. Associate Systems
8021300	FUNDAMENTALS OF AGRICULTURE, FOOD AND NATURAL RESOURCE SYSTEMS			Exploratory
	Offered:	Grade 8		
	Length:	Year		
	Prerequisite:	Previous Agriscience Education course		
The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food, and Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Students in this course have an opportunity to sit for an AEST Associate Agriculture Certification.				

**BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER**  
**STEM ACADEMY COURSES**  
**(Fees and Application required for academies)**

PROGRAM NUMBER	DIGITAL INFORMATION TECHNOLOGY		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>Pre-Requisite for MULTIPLE PROGRAMS</b>	8207310M	Digital Information Technology	PA	MTA - HTML & CSS

8207310	DIGITAL INFORMATION TECHNOLOGY		Career Prep
	Non academy course or STEM Academy course		
	Offered:	Grade 8	
	Credit:	1.0 ( <i>An accelerated high school elective credit</i> )	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	PA	
This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital information Technology includes the exploration and use of: Databases, the internet, spreadsheets, presentation applications, management of personal information and e-mail, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.			

COURSES	
Course Number	Course Name
8200520	Computer Applications in Business 1 <b>Non academy course or STEM Academy course</b>
8200210	Computer Applications in Business 2 <b>Non academy course or STEM Academy course</b>
8200211	Computer Applications in Business 3

8200520	COMPUTER APPLICATIONS IN BUSINESS 1		Exploratory
	Offered:	Grade 6, 7, 8	
	Length:	Semester or Year	
	Prerequisite:	Recommended: Business Keyboarding	
This purpose of this course is to provide instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate internet, introductory spreadsheet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.			

8200210	COMPUTER APPLICATIONS IN BUSINESS 2		Exploratory
	Offered:	Grade 6,7,8	
	Length:	Semester or Year	
	Prerequisite:	Computer Applications in Business 1	
This course is designed to provide instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.			

8200211	COMPUTER APPLICATIONS IN BUSINESS 3		Exploratory
	Offered:	Grade 6, 7, 8	
	Length:	Semester or Year	
	Prerequisite:	Computer Applications in Business 2	
This course is designed to provide instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.			

## IDEA ACADEMY COURSES

### (Fees and Application required for academies)

PROGRAM NUMBER	EMERGING TECHNOLOGY IN BUSINESS		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8207010	8207010	Emerging Technology in Business	VO	

8207310	EMERGING TECHNOLOGY IN BUSINESS	
	Offered:	Grade 8
	Credit:	1.0 ( <i>An accelerated high school elective credit</i> )
	Length:	Year
	Prerequisite:	None
	Type of Credit:	VO
This course provides instruction in electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments.		

PROGRAM NUMBER	PROMOTIONAL ENTERPRISE		HS ARTS CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
8217100	8217110	Custom Promotional Layout Design	PA	Entrepreneurship & Small Business

8217100	CUSTOM PROMOTIONAL LAYOUT DESIGN	
	Offered:	Grade 8
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	PA
This course is designed to develop basic entry-level skills required for careers in the custom imprinted merchandise industry. The content includes computer skills, layout, design, measurement activities, and decision-making activities, digital imaging, sublimation activities, and digital embroidery activities, digital precision cutting activities, direct to garment printing activities, and sign making activities. After successful completion of Custom Promotional Layout Design students will be able to perform basic design and layout in predictable situations.		

**HOSPITALITY AND TOURISM CLUSTER**  
**CULINARY & TOURISM ACADEMY**  
**(Fees and Application required for academies)**

<b>COURSES</b>	
<b>Course Number</b>	<b>Course Name</b>
8809200	Fundamentals of Culinary Careers <b>Non academy course or Culinary &amp; Tourism Academy course</b>
8850350	Exploring Hospitality and Tourism Careers

<b>8809200</b>	<b>FUNDAMENTALS OF CULINARY CAREERS</b>	<b>Exploratory</b>
	Offered:	Grade 6, 7, 8
	Length:	Semester or Year
	Prerequisite:	None
<p>The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding culinary careers found within the hospitality industry. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/ equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the- house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.</p>		

<b>8850350</b>	<b>EXPLORING HOSPITALITY AND TOURISM CAREERS</b>	<b>Exploratory</b>
	Offered:	Grade 6,7,8
	Length:	Semester or Year
	Prerequisite:	None
<p>The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality &amp; Tourism career cluster. The content includes but is not limited to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.</p>		

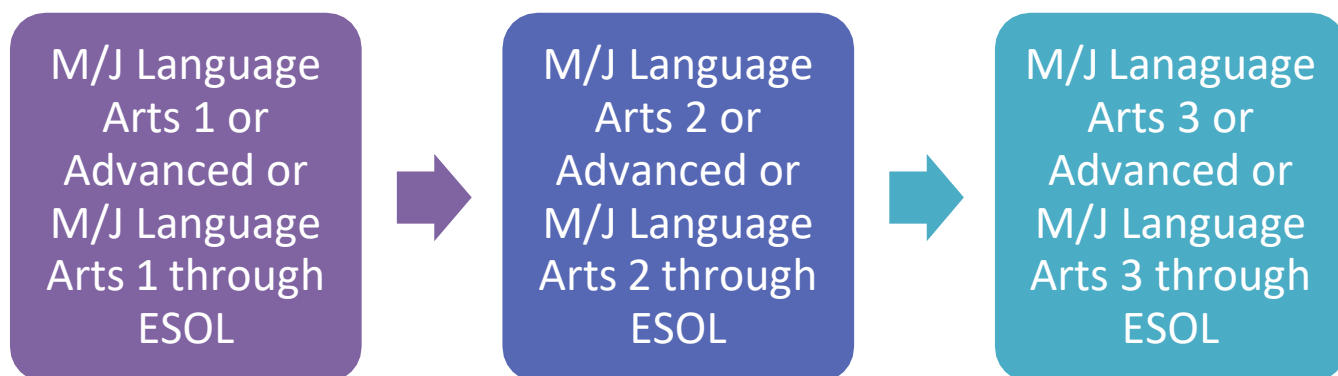
# APPENDIX

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## Secondary ELA Progression Chart - Middle School

**Students must earn three core credits in ELA in middle school.** Reading courses CANNOT be counted for ELA credit.



Students who need additional support in ELA and have a history of a Level 1 or Level 2 on the FSA ELA take intensive reading courses as an intervention to core ELA instruction. See the Decision Tree 2 document from the VCS K-12 Reading Plan for correct placement into reading courses for students in grades 6 – 8.

### Volusia County Schools Decision Tree 2 - Middle School Reading Support Placements Grades 6-8

ASSESSMENT						COURSE/PLACEMENT and Curriculum Materials
	iReady Overall Placement Scale Score			iReady Vocabulary Scale Score		
If the student scores level “1” or “2” on the ELA FSA check historical state reading assessment data	is (ESOL) (LY) and	5 <sup>th</sup> => 6 <sup>th</sup> <541 6 <sup>th</sup> => 7 <sup>th</sup> <565 7 <sup>th</sup> => 8 <sup>th</sup> <582	and	5 <sup>th</sup> => 6 <sup>th</sup> <541 6 <sup>th</sup> => 7 <sup>th</sup> <565 7 <sup>th</sup> => 8 <sup>th</sup> <582	then students are considered 2 or more years below grade level	(1002181) M/J DE LA ESOL READ <b>90 minutes Double Block Intensive (ESOL) (LY) Tier 3 Intervention</b> Read 180 U and NG System 44
	and	5 <sup>th</sup> => 6 <sup>th</sup> <495 6 <sup>th</sup> => 7 <sup>th</sup> <541 7 <sup>th</sup> => 8 <sup>th</sup> <565	and	5 <sup>th</sup> => 6 <sup>th</sup> <498 6 <sup>th</sup> => 7 <sup>th</sup> <541 7 <sup>th</sup> => 8 <sup>th</sup> <565	then students are considered 3 or more years below grade level	(10000103) M/J INTENS READ <b>45 minutes Intensive Reading – READ180</b> Read 180 U/NG System 44 <b>Tier 3 Intervention</b>
	and	5 <sup>th</sup> => 6 <sup>th</sup> 496 - 580 6 <sup>th</sup> => 7 <sup>th</sup> 542 - 597 7 <sup>th</sup> => 8 <sup>th</sup> 566 - 608			then students are considered 1 – 2 years below grade level	(10000102) M/J INTENS READ <b>45 minutes - Intensive Reading</b> UnboundEd ELA Curriculum Modules <b>Tier 2 Intervention</b>

## Reading Interventions

Placement	Interventions and Curriculum
<b>Tier 3 Intervention</b> Intensive Reading Read180/System 44	90 minutes/180 days with 18 or fewer students per class - <b>ESOL DLA course 1002181</b> 45 minutes/180 days with 18 or fewer students per class- Intensive Reading/READ 180 <b>course 10000103</b> All students receive targeted intervention in fluency, vocabulary, and comprehension. Some students receive instruction in phonics and/or phonemic awareness based on additional diagnostic assessments administered within the intervention class.
<b>Tier 2 Intervention</b> Single Period Intensive Reading	45 minutes/180 days with 22 or fewer students per class – <b>course 10000102</b> All students receive targeted intervention in vocabulary and comprehension. Students whose fluency indicates a need for additional support will receive continued fluency support and progress monitoring.
<b>Core Instruction</b> English Language Arts with some students receiving Tier 2 intervention	45 minutes/180 days with 22 or fewer students per class All students levels (1-5) will receive instruction in ELA. <b>Students identified as needing intervention through intensive reading should also have priority with a fully certified ELA teacher for core Language Arts instruction &amp; possible Tier 2 intervention.</b>
<b>All Tier 3 interventions listed above to be delivered by a reading endorsed and/or ESOL endorsed teacher as indicated by the course.</b>	

Assessments	IF	THEN	Interventions and Curriculum
Historical state data and screening assessment data from the end of the prior year	Students have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided during the prior school year	Reading intervention and curriculum change based on student data, as well as parent, teacher, and/or literacy coach recommendation	<b>Use of in-class intervention materials:</b> Materials include appropriate reading intervention materials based on student data and teacher recommendation. Students not making progress in a particular reading intervention will not be served with the same materials for more than two years. (Time varies based on student placement)

## Middle School Mathematics Program of Studies Suggestions

### Grade 6 Mathematics (Based on Grade 5 FSA)

Grade 6 (Level 1 and 2)

Grade 6 Accelerated (Level 2 and 3)

Grade 6 HONORS (Level 4 and 5)

If you can only offer two courses, the suggested course offering would be Grade 6 and Grade 6 HONORS. If this is the case, then use the following guidelines:

Grade 6 (Level 1, 2, and 3)

Grade 6 HONORS (Level 4 and 5)

### Grade 7 Mathematics (Based on Grade 6 FSA)

Grade 7 (Level 1 and 2)

Grade 7 Accelerated (Level 3 and above)

Algebra 1 HONORS (Level 4 and 5) **AND** successfully completed Grade 6 HONORS

**DO NOT** register a 7<sup>th</sup> grade student in Algebra 1 unless they have successfully completed Grade 6 HONORS.  
For Example:



If you have a 7<sup>th</sup> grader who scored a level 3 on the Grade 6 FSA, register them for Grade 7 Accelerated so they can learn the pre-algebra standards in preparation for taking Algebra 1 HONORS as an 8<sup>th</sup> grader.

EXAMPLE:

Grade 6 Math  
(Level 3 Grade 6 FSA)



Grade 7 Accelerated  
(Level 3 on Grade 7 FSA)



Algebra 1 HONORS (Grade 8)

### Grade 8 Mathematics

Grade 8 Pre-Algebra (Level 1 and 2)

Algebra 1 Honors (Level 3 and above)

The Foundational Skills in Mathematics 6- 8 can be used as an additional course for level 3s in Algebra 1 HONORS. Students entering Algebra 1 Honors from Grade 7 Mathematics that were not enrolled in Grade 7 Accelerated will need additional support for the Grade 8 standards that were missed.

Geometry (Level 4 and 5) **AND** Successfully completed Algebra 1 HONORS

## 2022-2023 Middle School Mathematics Course Progression

GRADE	COURSE TITLE	COURSE NUMBER	FSA LEVEL	FSA-MATH Scale Scores
				5 <sup>th</sup> grade FSA Score
6	M/J Foundational Skills in Mathematics 6-8	1204000		
	M/J Grade 6	1205010	Level 1 Level 2	FSA 256-305 FSA 306-312
	M/J Grade 6 Accelerated	1205020	Level 2 Level 3	FSA 313-319 FSA 320-333
	M/J Grade 6 Honors	1205020M	Level 4 Level 5	FSA 334-349 FSA 350-388
				6 <sup>th</sup> grade FSA Score
7	M/J Foundational Skills in Mathematics 6-8	1204000		
	M/J Grade 7	1205040	Level 1 Level 2	FSA 260-309 FSA 310-324
	M/J Grade 7 Accelerated	1205050	Level 3 Level 4 Level 5	FSA 325-338 FSA 339-355 FSA 356-390
	Algebra 1 HONORS	1200320	Level 4 Level 5	FSA 339-355 FSA 356-390
				7 <sup>th</sup> grade FSA Score
8	M/J Foundational Skills in Mathematics 6-8	1204000		
	M/J Grade 8 Pre-Algebra	1205070	Level 1 Level 2	FSA 269-315 FSA 316-329
	Algebra 1 HONORS	1200320	Level 3 Level 4 Level 5	FSA 330-345 FSA 346-359 FSA 360-391
	Geometry Geometry HONORS	1206310 1206320		Successfully completed Algebra 1 HONORS.



**Dr. Scott Fritz Superintendent of Schools  
School Board of Volusia County**

**Mr. Ruben Colón, Chairman  
Ms. Jamie M. Haynes, Vice Chairman  
Mr. Carl Persis  
Mrs. Linda Cuthbert  
Mrs. Anita Burnette**

February 12, 2022

Dear Parent or Guardian,

Florida Statute 1003.455 requires the equivalent of one class period per day of physical education for one semester of each year for students in grades 6 through 8 beginning in the 2009-2010 school year. The Volusia County School District offers one credit of physical education yearly in grades 6 through 8. The physical education requirement may be waived for a student who meets one of the following criteria:

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

This statute requires each district school board to notify parents of the options available prior to scheduling a student in physical education. Unless your child meets one of the waiver criteria listed above, he/she will be enrolled in physical education for at least one semester of each year while in grades 6 through 8. Counseling concerning the benefits of Physical Education will be made available to students through the school counselor at your school when needed.

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

Sincerely,

*Grace Kellermeier*

Dr. Grace Kellermeier, Coordinator  
Electives  
Volusia County School District



## Physical Education Annual Waiver Form

*Elementary and Middle School*

- ☐ I hereby waive grade level physical education requirements for my child this school year and verify that my son/daughter is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement (K-5: 150 minutes per week, 6-8: one class period per day for one semester each year).

**OR**

- ☐ I hereby waive grade level physical education requirements for my child this school year by requesting that they be enrolled in another course from one of the courses offered as options by the school district. I understand that placement in an alternate course will be based upon seat availability.

I also understand that this waiver must be renewed each year that I wish to waive these requirements.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Parent/Guardian Name (please print)

\_\_\_\_\_  
School

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Please turn in to School Principal or Designee.

Applications for the 2022-2023 must be received no later than February 1, 2022.

This waiver will remain in effect for one school year.

Distribution: Copy to Parent • Copy in Cumulative Folder

## Resources

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Florida students entering grade nine may choose from one of four options to earn a standard diploma. They are:

- 🕒 A four-year, 24-credit program
- 🕒 An International Baccalaureate (IB) curriculum
- 🕒 An Advanced International Certificate of Education (AICE) curriculum
- 🕒 A three-year, 18-credit ACCEL Diploma

Florida's state graduation requirements, by cohort group, are outlined in the graduation charts found on the following website:

<http://www.fldoe.org/core/fileparse.php/7764/urlt/1415forwardflyer.pdf>

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

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

Information related to the transition of a student with disabilities from school to adult life are available in [Transition Planning for Students with Disabilities: a Guide for Families](#).

### Economic Security Report

This report, the result of a partnership between the State of Florida and College Measures, focuses on the median first-year earnings of recent graduates/completers from two-year and four-year institutions across Florida as well as District Technical Centers.

- 🕒 [Summary of the Economic Security Report](#)

This 2-page summary of the Economic Security Report of Employment and Earnings Outcomes of Florida's Graduates from Public Postsecondary Educational Institutions provides a snapshot of the type of information available on the website, [www.beyondeducation.org](http://www.beyondeducation.org) and in the full report.

- 🕒 [Key Facts about Education Outcomes In Florida](#) This website aims to provide parents and students with postsecondary school information that will help them to make informed education and career choices.