



PALATKA
JR-SR HIGH SCHOOL

2026 - 2027
Curriculum Guide

Palatka Jr.-Sr. High School
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High School Graduation Requirements

*****All three options are standard diplomas*****

Requirement:	24 Credit Standard Diploma (Class of 2027 and beyond)	18 Credit Standard Diploma (Class of 2027 and beyond)	18 Credit CTE Pathway Diploma (Class of 2027 and beyond)
English	4 Credits (EN)	4 Credits (EN)	4 Credits (EN)
Mathematics	4 Credits (including Algebra 1 and Geometry) (A1, GE, MA)	4 Credits (including Algebra 1 and Geometry) (A1, GE, MA)	4 Credits (including Algebra 1 and Geometry) (A1, GE, MA)
Science	3 Credits (including Biology) (BI, EQ)	3 Credits (including Biology) (BI, EQ)	3 Credits (including Biology) (BI, EQ)
Social Studies	World History (WH) United States History (AH) United States Government (½) (AG) Economics (½) (EC)	World History (WH) United States History (AH) United States Government (½) (AG) Economics (½) (EC)	World History (WH) United States History (AH) United States Government (½) (AG) Economics (½) (EC)
Performing Art	1 Credit (PA)	1 Credit (PA)	None
Physical Education	1 Credit (including ½ Personal Fitness) (PF, PE)	Not Required	None
Electives	7.5 Credits	2.5 Credits *3 Credits required for Classes of 2025 and 2026	2 Credits in a CTE (Must result in program completion AND an Industry Certification) 1.5 Credits in work-based learning programs (OJT) *(2 Credits required for classes of 2025 and 2026) - a student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.
Personal Financial Literacy	½ Credit	½ Credit	½ Credit
Testing Requirements	10 th Grade F.A.S.T. ELA AND Algebra 1 End of Course Exam	10 th Grade F.A.S.T. ELA AND Algebra 1 End of Course Exam	10 th Grade F.A.S.T. ELA AND Algebra 1 End of Course Exam

Exceptional Student Education

Two options are available only to students with disabilities. Both require 24 credits and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA, Mathematics, Science, and Social Studies (excluding Algebra 1, Geometry, Biology, and U.S. History). Option 1: Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment. Option 2: Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

ESE Students whose Individual Education Plan (IEP) indicates that the student is Alternatively Assessed will take Access Courses to meet the Standard Diploma requirements

Promotion Criteria

In order to be promoted at the end of each year, students must have earned the following credits:

6th to 7th grade-----Successful completion of 6th grade Language Arts, Mathematics, Science and Social Studies classes

7th to 8th grade-----Successful completion of 6th and 7th grade Language Arts, Mathematics, Science and Social Studies classes

8th to 9th grade-----Successful completion of 6th, 7th, and 8th grade Language Arts, Mathematics, Science and Social Studies classes

(junior high students who do not complete all core classes will be retained in their current grade and repeat all of those grade level classes)

9th to 10th grade----- 5 credits

10th to 11th grade----- 11 credits

11th to 12th grade----- 17 credits

Mid-year promotions will be permitted only for those students who failed to meet promotion criteria at the start of the year. To be on track for graduation, one additional credit is required at the end of each year.

Report cards will be sent home four times per year at the end of the nine-week grading period. Progress reports are issued at the mid-point of each grading period.

Honor Graduate

Honor Graduate Status is based on a **weighted 3.5 or better GPA. This status is determined at the end of the 7th semester (1st semester of senior year).** There are three levels of Honor graduate:

- Summa Cum Laude - 4.0 or above
- Magna Cum Laude - 3.750-3.999
- Cum Laude - 3.500-3.749

Diploma Designation

Students have the opportunity to earn two different types of designations that will be noted on their diplomas if the student meets the appropriate criteria.

Scholar Designation Requirements:

- Meet the 24-credit standard high school diploma requirements
- Earn 1 credit in Algebra 2
- Pass the Geometry EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course (must be a Level 3 course, ex: AP Statistics, Pre-Calculus, DE Math)
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics (must be a Level 3 course, ex: DE Science, Anatomy and Physiology Honors, Agriscience, etc.)
- Pass the US History EOC
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement or Dual Enrollment Course
- A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student
 - o Takes the respective AP, IB, or AICE assessment; and
 - o Earns the minimum score to earn college credit

Merit Designation Requirements:

- Meet the requirements for a standard high school diploma.
- Attain one or more industry certifications from one of the following programs: Culinary Arts, Health Science, Welding Technologies, Agriculture, Administrative Assistant (Business), or Automotive Maintenance and Light Repair

Grading Scale

The following is the current grading system for Palatka Jr.-Sr. High School:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 50-59

I = Incomplete

* Students who fail to turn-in an assignment/assessment will earn a grade of zero

Students who earn an "I" must meet teacher's requirements to earn the opportunity to redo assignments. A teacher may choose to award an "I" when they believe the student has not adequately met the standards or if they do not complete/turn-in the assignment/assessment.

Conduct grades will be given as follows:

S—Satisfactory

N—Needs Improvement

U--Unsatisfactory

****To qualify for Honor Roll, a student must receive all A's and B's and no conduct grades of N or U.***

Grade Point Average

To calculate the GPA, the Putnam County School District uses the following:

All **Honors**, **Dual Enrollment**, or **Advanced Placement** (and some CTE courses) will receive weighted grades and use the following grading scale to calculate GPA:

Letter Grade	Quality Points
A	4
B	3
C	2
D	1
F	0
I	0

Letter Grade	Quality Points
A	5
B	4
C	3
D	2
F	0
I	0

When considering students for college admission, most colleges and universities recalculate a student's GPA using ONLY grades from Language Arts, Math, Science, Social Studies, and World Languages. Additionally, the weight given to Honors, AP, and Dual Enrollment courses may be different than the weight the Putnam County School District uses in calculating GPAs. It is important to check with the post-secondary institution of choice to verify their method of calculation.

College Athletic Eligibility (NCAA and NAIA)

Any student interested in playing sports in college should plan on meeting with your school counselor **EACH YEAR** to make sure all necessary coursework and paperwork is in place to ensure eligibility. It is your responsibility as a student-athlete to make sure you are taking the correct courses and making adequate grades for eligibility. Any athlete seriously considering a scholarship for Division I or II schools must schedule an appointment to meet with their school counselor during the spring of their junior year to obtain information and begin the process for the NCAA Eligibility Center. ***Our counselors will provide guidance on athletic eligibility at the NAIA and/or NCAA level as a courtesy to our students and their families, but it is ultimately up to the student and their parent(s)/guardian(s) to make sure that the student is meeting eligibility requirements.***

See *Appendix A* for our recommended Division 1 Eligibility Plan

For information on Division 1, 2, or 3 NCAA Athletic Eligibility, please consult the NCAA Eligibility Center website at:
<https://web3.ncaa.org/ecwr3/>

For information on NAIA Athletic Eligibility, please consult the NAIA Eligibility Center website at:
<https://www.playnaia.org/eligibility-center>

Testing

REQUIRED TESTS

F.A.S.T - Florida Assessment of Student Thinking

- Assess Florida's B.E.S.T Standards
- Progress Monitoring - Assessments will be given in Fall, Winter, and Spring to all 7th, 8th, 9th, and 10th grade students in ELA and 7th and 8th grade students in Mathematics
- Students must achieve a passing score of Level 3 on the 10th Grade F.A.S.T. English/Language Arts to meet graduation requirements

END OF COURSE EXAMS * see graduation requirement of 9th grade entrance year

- Algebra I EOC exam is required with a passing score of Level 3 or higher to earn a Standard Diploma.
- Algebra 1, Geometry, Biology, US History and Civics EOC exams are required and will count as 30% of course grade. Students who do not take these EOC exams DO NOT receive credit for the class until they complete the EOC exam. EOC exams are currently administered in the spring (retakes are administered in the Fall, Winter, Spring, and Summer).

PSAT 8/9 - Preliminary Scholastic Aptitude Test

- All 8th and 9th grade students are eligible to take this test. The cost depends on funding
- This test should be used for making decisions about classes for the last two years of high school

PSAT/NMSQT - Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test (***This test can meet concordance requirements for the FSA***)

Algebra 1 EOC and B.E.S.T Algebra 1 EOC

- All 10th and 11th grade students are eligible to take this test; it should be used for making decisions about classes for the last two years of high school. The cost depends on funding from the state.
- For college bound students, this is an opportunity to practice for the 11th grade SAT
- This test is required of juniors for consideration for National Merit Scholarships.
- Georgia Pacific offers scholarships for children of their employees; those students MUST take the PSAT during their 11th grade year to be eligible for this scholarship during their senior year. It is the responsibility of the student and parent to gather all application materials and submit by the deadlines outlined by Georgia Pacific (GP does not communicate any information to PJSBS about this scholarship and has traditionally sent the information to their employees through company email).

SAT - All Putnam County School District 11th graders will take part in the statewide administration in the spring. (***This test can meet concordance requirements for the 10th Grade FSA ELA and FSA Algebra 1 EOC***)

AP Exams - Advanced Placement Examination

- Required for students enrolled in AP courses
- Given in May for college credit

AICE Exams - Advanced International Certificate Examination (Cambridge)

- Required for students enrolled in AICE courses
- Given in April and May for college credit

Career and Technical Education



Palatka Jr.-Sr. High School offers a variety of Career and Technical Education classes that follow a Program of Study Career Path so students can earn Industry Credentials while still in high school. Many of these programs help prepare students to enter the workforce immediately upon graduation with a certification in hand. Just completing three years of a program of study will give you the knowledge and experience needed to graduate from PJSHS as a Program Completer and a product of our school mission—Post Secondary ready for Careers and the Workforce.

CAPE PROGRAMS at PJSHS

Students participating in the following CAPE (Career and Professional Education Act) Programs are working to receive Industry Certification prior to their High School graduation. Upon graduation and completion, these students are workforce ready with the following credentials:

Career Cluster	Program	Certification Test(s)
Transportation, Distribution, and Logistics	Automotive Maintenance and Light Repair	ASE Entry-Level - Auto Certification(s) Florida Automobile Dealers Association Certified Technician
Health Science	Allied Health Assisting	Certified Medical Administrative Assistant CNA (through Career Dual Enrollment)
	Emergency Medical Responder	Emergency Medical Responder
Manufacturing	Welding Technologies	Certified Welder (FCAW Plate; GMAW Plate; SMAW Plate; SMAW Pipe)
	Advanced Manufacturing	Certified Production Technician
Agriculture, Food, and Natural Resources	Animal Science and Services	Animal Science Specialist Certification Agriculture Associate Certification
	Agritechnology	Agtech Specialist Agriculture Systems
Business Management and Administration	Business Management and Analysis	CompTIA Fundamentals Entrepreneurship and Small Business
Law, Public Safety & Security	Introduction to Fire Fighting	Fire Fighter
Architecture and Construction	Building Construction Technologies	TBA

AVID



AVID'S Mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is an approved elective course taken during the school day. Students are selected to enroll in an AVID class after an application and interview process. For one class period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Students enrolled in AVID are typically required to enroll in at least one of their school's toughest classes, such as honors or Advanced Placement®, in addition to the AVID elective. As students progress in AVID, their self-images improve, and they become academically successful leaders and role models for other students. Parent involvement is a requirement for the AVID program. We hold monthly parent partnership meetings to help support the learning environment and relationship between home and school.

To apply for this program, please contact Marlene Ogle at 329-0577 or mogle@my.putnamschools.org, Cindy Bellamy at cbellamy@my.putnamschools.org, or Katie Hanstein at khanstein@my.putnamschools.org.

Early College Program



Palatka Jr.-Sr. High School in partnership with St. Johns River State College allows a cohort of students to enroll in college level classes and earn their Associate in Arts degree, all while still enrolled in high school. In the 9th – 11th grades, students will take a pre-determined list of 30 college credit hours on the campus of PJSHS, online, or on the SJR State campus in combination with their high school classes. In 12th grade, students will be enrolled full time on the Palatka Campus of St. Johns River State College to finish the required 60 credit hours for an Associate in Arts degree and do not take any courses at PJSHS.

Summer between 11th and 12th grade: Students may take up to an additional 6 credit hours on SJR State Campus to either get caught up if they hadn't been ready for math/communications courses or to get ahead on their senior year coursework or to work on baccalaureate transfer prerequisite course. This summer term would not be required, however, if they have otherwise stayed on track. These six summer extra credit hours will enable students to earn up to 60 credits at no cost while still in high school.

Dual Enrollment – *SUBJECT TO CHANGE (NON-Early College Students)*

The Putnam County School District in partnership with St. Johns River State College under the articulation agreement with the State University System and the State of Florida provide opportunities for students to earn college credit at the same time they are earning high school credit. In order for a student to be eligible the following criteria must be met:

- Have a minimum 3.0 unweighted cumulative GPA
- Demonstrate readiness for college or career level course work
- Be seeking a vocational certificate, a college credit vocational/technical certificate, an associate in science college degree, or an associate in arts college degree
- Be classified as a high school junior or senior and have demonstrated academic, social and emotional maturity to ensure success in college level study
- Have a counselor and principal's approval
- Maintain a "C" or better in each class to remain in the dual enrollment program: be aware that receiving a "W", "D" or an "F" for any course results in ineligibility to remain in the dual enrollment program

The following test scores are what the State of Florida deems acceptable results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Common Placement Test (CPT) or Post-Secondary Education Readiness Test (PERT):

	English	Reading	Math
ACT	17	19	19 (Intermediate Algebra) 21 (College Algebra)
SAT	490	490	480 (Intermediate Algebra) 490 (College Algebra)
CPT	83	83	72 (Intermediate Algebra) 85 (College Algebra)
PERT	103	106	114 (Intermediate Algebra) 123 (College Algebra)
CLT	38	38	16-18 (Intermediate Algebra) 19-40 (College Algebra)
PSAT	490	490	480 (Intermediate Algebra) 530 (College Algebra)

Palatka Jr.-Sr. High School administers the PERT periodically throughout the school year. The testing schedule is set up at the beginning of the school year in order to have the least impact on classroom instruction and have appropriate staff. Any deviation from the schedule will need to be approved by the schools testing coordinator.

****Students must meet college readiness scores in Reading and English to be eligible for Dual Enrollment. Students must meet college readiness scores in ALL areas to enroll in College Math Courses.**

Course Descriptions

We hope to offer all the programs and classes listed on the following pages; however, sometimes a class or program must be canceled if there is either a low number of requests or if a qualified/certified teacher becomes unavailable to teach the course/program. Therefore, it is imperative that students select viable **ALTERNATES** on their course request form, as there is a good chance alternates will need to be used.

English/Language Arts	
English 1 1001310 1 Credit	This course defines what students should understand and be able to do by the end of 9th 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 working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. 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.
English 1 Honors 1001320 1 Credit Prerequisite: Level 3 or higher on F.A.S.T. ELA	This course defines what students should understand and be able to do by the end of 9th 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 working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. 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.
English 2 1001340 1 Credit	This course defines what students should understand and be able to do by the end of 10th 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 working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. 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.
English 2 Honors 1001350 1 Credit Prerequisite: Level 3 or higher on F.A.S.T. ELA	This course defines what students in an honors setting should understand and be able to do by the end of 10th 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 working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. 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.
English 4: Florida College Prep. 1001405 1 Credit	This course defines what students should understand and be able to do by the end of 12th 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 working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. 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. This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.
Cambridge AICE English General Paper AS Level 1009400 1 Credit AICE Exam is required	This syllabus builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyze opinions and ideas and learn how to construct an argument. This syllabus develops highly transferable skills including: • how to develop arguments and present reasoned explanations • a wider awareness and knowledge of current issues • independent reasoning, interpretation and persuasion skills • the ability to present a point of view clearly and reflect upon those of others.

Intensive Reading 1 1000412 1 Credit <i>* 9th Grade students will be placed in this class based on the district's state approved reading intervention plan.</i>	This course is designed for 9th 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.
Intensive Reading 2 1000414 1 Credit <i>* 10th Grade students will be placed in this class based on the district's state approved reading intervention plan.</i>	This course is designed for 10th 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.
Intensive Reading 3 1000416 1 Credit <i>* 11th Grade students will be placed in this class based on the district's state approved reading intervention plan.</i>	This course is designed for 11th 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.
Intensive Reading 4 1000418 1 Credit <i>* 12th Grade students will be placed in this class based on the district's state approved reading intervention plan.</i>	This course is designed for 12th 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.

	Mathematics
Algebra 1 1200310 1 Credit <i>Algebra 1 EOC = 30% of final grade</i>	In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.
Geometry 1206310 1 Credit Geometry Honors 1206320 1 Credit <i>Prerequisite: Geometry Honors requires Level 3 or Higher on Algebra 1 EOC</i> <i>Geometry EOC = 30% of final grade</i>	In Geometry and 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. Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.
Mathematics for Data and Financial Literacy 1200384 1 Credit <i>Prerequisite: Algebra 1, Geometry, and Algebra 2</i>	In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.
Algebra 2 Honors 1200340 1 Credit <i>Prerequisite: Algebra 1 and Geometry</i>	In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts. Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.
Mathematics for College Algebra 1200384 1 Credit <i>Prerequisite: Algebra 1 and Geometry (and has NOT met the Algebra 1 EOC graduation requirement)</i>	In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

AP Precalculus 1202305 1 Credit <i>Prerequisite:</i> Algebra 1, Geometry, and Algebra 2 AP Exam is required	In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning. AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts. <i>If a student does not take the AP exam, the class will be changed to a non-AP class. Students who do not take the AP exam will be charged the unused test fee billed to the school by the College Board.</i>
	Science
Biology 2000310 1 Credit Biology Honors 2000320 1 Credit <i>Prerequisite:</i> Level 3 or higher on F.A.S.T. ELA. Biology EOC = 30% of final grade	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences. The content will include scientific method, scientific measurement, laboratory safety and use of apparatus, the nature of science; matter, energy, and chemical processes of life; cells: biology, reproduction, and communication; genetics: principles, molecular basis, diversity, and biotechnologies; levels of organization, classification, and taxonomy; structure, function, and reproduction of plants, animals, and microorganisms; behavior of organisms; interdependence of organisms, humans, and the environment; biological selection, adaptations, and changes through time; agricultural, food, and medical technologies and careers The Content focus for Biology Honors is consistent with Biology, however, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.
Anatomy & Physiology Honors 2000360 1 Credit <i>Prerequisite:</i> Biology	While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. This course includes the study of anatomical terminology, cells and tissue, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, digestive system, excretory system, reproductive system, homeostasis, disease process, immune response and inheritance; molecular, cellular, organism, mutations and genetic disorders. The purpose of this course is to provide students with exploratory activities in the structures and functions of the components of the human body. Completion of this course also satisfies the Health Science Anatomy & Physiology class requirement for the Health Science CTE Programs.
Environmental Science 2001340 1 Credit Environmental Science Honors 2001341 1 Credit <i>Prerequisite:</i> Level 3 or higher on F.A.S.T. ELA	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The purpose of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. 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.

Marine Science 2002500 1 Credit	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The purpose of this course is to provide an overview of the marine environment. The course content includes formations of the oceans, marine systems, interrelationships between man and the ocean environment, and the ocean's present and potential resources.
Chemistry 1 Honors 2003350 1 Credit <i>Prerequisite: Biology and Algebra 1 EOC Level 3</i>	While the content focus of this course is consistent with the Chemistry I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. This course includes the study of the scientific method as applied to problem solving, the metric system, the nature of matter, atomic theory, periodic table, ionic and covalent bonding, chemical nomenclature, balancing equations, physical and chemical changes, and stoichiometry.
Chemistry 2 Honors 2003360 1 Credit <i>Prerequisite: Chemistry 1 Honors</i>	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. This course includes the study of stoichiometry, states of matter, gas laws, solutions and concentration, colligative properties, specific heat and thermochemistry, reaction rates, chemical equilibrium, and acids and bases.
AP Environmental Science 2001380 1 Credit <i>Prerequisite: Students should have completed two years of high school laboratory science—one year of life science and one year of physical science (e.g., a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra. AP Exam is required</i>	The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several unifying themes that cut across topics. The following are course themes: • Science is a process. • Energy conversions underlie all ecological processes. • The Earth itself is one interconnected system. • Humans alter natural systems. • Environmental problems have a cultural and social context. • Human survival depends on developing practices that will achieve sustainable systems. <i>If a student does not take the AP exam, the class will be changed to a non-AP class. Students who do not take the AP exam will be charged the unused test fee billed to the school by the College Board.</i>
Social Studies	
AP Human Geography 2103400 1 Credit 9th Grade ONLY <i>Prerequisite: Level 3 or higher on F.A.S.T. ELA</i> AP Exam is required	AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. <i>If a student does not take the AP exam, the class will be changed to a non-AP class. Students who do not take the AP exam will be charged the unused test fee billed to the school by the College Board.</i>

Psychology 1 2107300 ½ Credit Psychology 2 2107310 ½ Credit	Psychology 1 - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health. Psychology 2 - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.
Pre-AP World History and Geography 2109415 1 Credit	This course focuses deeply on building the skills, knowledge and confidence that will propel students through high school coursework, college, careers, and civic life. Three enduring ideas this social studies course is built around make it engaging and relevant: 1. History is an interrelated story of the world. The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies, and cultures of humanity. These big ideas help students develop an organized and meaningful understanding of time and space. 2. History and geography are inherently dynamic. As historians and geographers uncover new evidence, current assumptions are challenged and previous arguments and narratives gain complexity, nuance, and context. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments. 3. Historians and geographers are investigators. Learning in Pre-AP World History and Geography is designed to be a disciplinary apprenticeship where students participate in the process of discovery. Students will play the role of historian and geographer by practicing the detective skills and using the tools of each field of study. Areas of Focus: • Evaluating evidence: Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources. • Explaining historical and geographic relationships: Students explain relationships among events and people by marshaling evidence for causality, correlation, continuity, and change over time. • Incorporating evidence: Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.
United States History 2100310 1 Credit <i>Prerequisite: Pre-AP World History and Geography U.S. History EOC = 30% of final grade</i>	This course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.
United States History Honors 2100320 1 Credit <i>Prerequisite: Level 3 or higher on F.A.S.T. ELA</i>	This course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

United States Government 2106310 ½ Credit <i>Prerequisite:</i> U.S. History	This course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.
AP United States Government and Politics 2106420 ½ Credit <i>Prerequisite:</i> U.S. History, Level 3 or higher on F.A.S.T. ELA AP Exam is required	AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. <i>If a student does not take the AP exam, the class will be changed to a non-AP class. Students who do not take the AP exam will be charged the unused test fee billed to the school by the College Board.</i>
Economics 2102310 ½ Credit Economics Honors 2102320 ½ Credit <i>Prerequisite:</i> U.S. History	This course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. 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.
Personal Finance and Money Management 2102371 ½ Credit Personal Finance and Money Management Honors 2102373 ½ Credit	In Personal Finance and Money Management, instructional time will emphasize seven areas: (1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance. Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). <i>Personal Finance and Money Management Honors - Students will be required to sign an honors contract</i>

	Fine/Performing Arts
Drawing 1 0104340 1 Credit	The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques.
Drawing 2 0104350 1 Credit	Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.
Drawing 3 Honors 0104360 1 Credit	Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.
AP Drawing 0104300 1 Credit <i>AP Exam is Required</i>	The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The portfolio should correspond to the most common college foundation course in art. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. AP Studio Art students work with diverse media, styles, subjects, and content. The portfolio consists of three sections: • The Range of Approaches (Breadth) section illustrates a range of ideas and approaches to art making. • The Sustained Investigation (Concentration) section shows sustained, deep, and multi-perspective investigation of a student-selected topic. • The Selected Works (Quality) section represents the student's most successful works with respect to form and content. <i>If a student does not take the AP exam, the class will be changed to a non-AP class. Students who do not take the AP exam will be charged the unused test fee billed to the school by the College Board.</i>
Ceramics/Pottery 1 0102300 1 Credit	Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
Ceramics/Pottery 2 0102310 1 Credit	Students explore spatial relationships through the use of non objective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
Ceramics/Pottery 3 Honors 0102320 1 Credit	Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Fine Craft Studio Art 1 0101440 1 Credit	Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates hands-on activities and consumption of art materials.
Music of the World 1300340 1 Credit	Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
Band 1 1302300 1 Credit Band 2 1302310 1 Credit Band 3 1302320 1 Credit Band 4 1302330 1 Credit <i>Prerequisite: Audition and Director's approval.</i>	The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. The content should include, but not be limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation. Special Note: <i>This course may require students to participate in extra rehearsals and performances beyond the school day.</i>
Marching Band 1302355 1 Credit <i>Prerequisite: Audition and Director's approval.</i>	Students will participate in activities of our school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc. Special Note: <i>This course may require students to participate in extra rehearsals and performances beyond the school day.</i>
Jazz Ensemble 1 1302500 1 Credit <i>Prerequisite: Audition and Director's approval.</i>	Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Special Note: <i>This course may require students to participate in extra rehearsals and performances beyond the school day.</i>
Jazz Ensemble 2 1302510 1 Credit <i>Prerequisite: Audition and Director's approval.</i>	Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Special Note: <i>This course may require students to participate in extra rehearsals and performances beyond the school day.</i>

	Physical Education
HOPE 1506320 1 Credit	The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: - Mental/Social Health - Physical Activity - Components of Physical Fitness - Nutrition and Wellness Planning - Diseases and Disorders - Health Advocacy
Weight Training 1 1501340 1 Credit Weight Training 2 1501350 1 Credit Weight Training 3 1501360 1 Credit Power Weight Training 1 1501410 1 Credit	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.
	Foreign Language
Spanish 1 0708340 1 Credit	Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.
Spanish 2 0708350 1 Credit <i>Prerequisite:</i> Successful completion of Spanish 1	Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.
American Sign Language 1 0717300 1 Credit	American Sign Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.
American Sign Language 2 0717310 1 Credit	American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

ARMY R.O.T.C.

ROTC waiver for PE & Performing Fine Art: Successful completion of two years in ROTC (1801300 & 1801310) will satisfy the graduation requirement of 1/2 credit of PE and 1 full credit of Performing Arts. At the student's request, the counselor will add 1500450 ROTC PE Waiver to the student's Academic History -coded PE PE, with NG for grade.

Army: Leadership Education and Training 1 1801300 <i>1 Credit</i>	The purpose of this program is to provide a cooperative effort on the part of the JROTC Program and the host institution (PHS) the opportunity to develop and educate young progressive students into positive citizens. The course promotes standards of good citizenship, character development, and life management skills which will benefit the student, our schools and the community. The JROTC Program offers a learning experience that promotes the success of the student in today's modern society. The intent of the JROTC Program is to be useful to the student in any future endeavor and career development. The course provides on going instruction on leadership and management theory, drill & ceremonies, hygiene, first aid, Math, Earth Science, Geography, American Government and Conditional Law, map reading, techniques of oral and written communication skills, life management skills, and physical development of the student for a healthy life style. Students will also have the opportunity to participate in community service with the JROTC Program. * Upon completion of the ROTC Course of Instruction, the student is not required to fulfill any military obligation.
Army: Leadership Education and Training 2 1801310 <i>1 Credit</i> <i>Prerequisite: Successful completion of Army: Leadership Education and Training 1</i>	This course is a continuation of Instruction to Leadership Development. This course provides ongoing instruction in intermediate leadership theory, the hands-on practice of leadership and management skills, drill & ceremonies, oral and written communication skills, Math, Earth Science, Geography, physical and healthy lifestyle development, US Government and Conditional Law, Health and Hygiene, Citizenship, and the opportunity to participate in community service. * Upon completion of the ROTC Course of Instruction, the student is not required to fulfill any military obligation.
Army: Leadership Education and Training 3 1801320 <i>1 Credit</i> <i>Prerequisite: Successful completion of Army: Leadership Education and Training 2</i>	This course is a continuation of intermediate leadership development. This course provides ongoing instruction in applied leadership, drill and ceremonies, applied map reading/land navigation, applied techniques of oral communication, service/ROTC opportunities, the role of the army, selected optional subject matter, and physical readiness. Students will continue to have the opportunity to participate in community service. Students who complete at least 3 years of JROTC may qualify for higher pay upon entering the army. * Upon completion of the ROTC Course of Instruction, the student is not required to fulfill any military obligation.
Army: Leadership Education and Training 4 1801330 <i>1 Credit</i> <i>Prerequisite: Successful completion of Army: Leadership Education and Training 3</i>	This course is a continuation of applied leadership development. This course provides on going instruction in advanced senior leadership techniques, drill and ceremonies, advanced communication, staff functions and procedures, selected optional subjects, and physical readiness. Students will continue to have the opportunity to participate in community service. * Upon completion of the ROTC Course of Instruction, the student is not required to fulfill any military obligation.

	Additional Electives
R.A.I.S.E. Tutoring (Voluntary School/Community Service) 2104330 <i>½ Credit</i> AND Volunteer Public Service 0500370 <i>½ Credit)</i> Prerequisite: <i>See Course Description</i>	The mission of the R.A.I.S.E. High School Tutoring program is to instill a love of reading and improving literacy skills for students with reading difficulties. To be eligible • A high school student must be a rising junior or senior who has a cumulative grade point average of 3.0 or higher, has no history of out-of-school suspensions or expulsions, is on track to complete all core course requirements to graduate, and has written recommendations from at least two of his or her present or former high school teachers of record or extracurricular activity sponsors. • Tutoring must occur during the elementary school day, on school district property, in the presence and under the supervision of instructional personnel who are school district employees. Tutors will need to provide their own transportation to and from the R.A.I.S.E. elementary school. • A parent must give written permission for the high schooler to participate in the program. • Complete all required FLDOE training with district level contact. • For elective credit, tutoring must be part of a service learning course. Students may earn up to three elective credits based on the number of verified hours the student spends tutoring. 135 hours are needed to earn one credit. • The hours must be documented in writing on a tutoring log, and the document must be signed by the student, parent and administrator or designee of the school in which the tutoring occurred. Section 1003.485(8)(c), F.S., and Rule 6A-6.0531(4)(d), F.A.C., RAISE tutors who provide at least 75 hours of tutoring under the program will be recognized as New Worlds Scholars and receive a New Worlds Scholar certificate and a pin.
AP Computer Science Principles 0200335 <i>1 Credit</i> Prerequisite: <i>Algebra 1</i> <i>AP Exam is Required</i>	The AP Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering students' creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to the community, society, and the world. <i>If a student does not take the AP exam, the class will be changed to a non-AP class. Students who do not take the AP exam will be charged the unused test fee billed to the school by the College Board.</i>
AP Cybersecurity 0200390 <i>1 Credit</i> Prerequisite: <i>None</i> <i>AP Exam is Required</i>	AP Cybersecurity is a broad introduction to the field of cybersecurity that aligns closely with a standard first year college introductory cybersecurity course. Students learn about common threats and vulnerabilities, and how those combine to create risk. Students study the ways that individuals and organizations manage risk, and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, governments and societies. <i>If a student does not take the AP exam, the class will be changed to a non-AP class. Students who do not take the AP exam will be charged the unused test fee billed to the school by the College Board.</i>
Advancement Via Individual Determination 1 (AVID 1) 1700390 <i>1 Credit</i> Prerequisite: <i>Application and AVID Coordinator Approval</i> <i>*Application Process includes an interview</i>	AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. For students new to AVID, or for those with previous experience from middle grades, the ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

Advancement Via Individual Determination 2 (AVID 2) 1700400 1 Credit <i>Prerequisite: AVID 1, Application and AVID Coordinator Approval</i> <i>*Application Process includes an interview</i>	AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. Students in the tenth grade AVID Elective course will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.
Advancement Via Individual Determination 3 (AVID 3) 1700410 1 Credit <i>Prerequisite: AVID 2, Application and AVID Coordinator Approval</i> <i>*Application Process includes an interview</i>	AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.
Advancement Via Individual Determination 4 (AVID 4) 1700420 1 Credit <i>Prerequisite: AVID 3, Application and AVID Coordinator Approval</i> <i>*Application Process includes an interview</i>	AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course. The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.
Career and Technical Education (CTE)	
<u>Animal Science and Services</u>	
Agriscience Foundations 1 8106810 1Credit	This course is designed to develop competency in the areas of production systems selection, livestock selection, soil and seedbed preparation, crop fertilization, exhibiting livestock, facilities maintenance, record keeping, farm safety, and employability skills. Lab will be held at the PHS agricultural lab.
Animal Science and Service 2 8106210 1Credit <i>Prerequisite: Agriscience Foundations 1</i> <i>*Industry Certification Exam is Required.</i>	This course is designed to develop competencies in the areas of safety; animal behavior; animal welfare; animal control; and employability skills.

Animal Science and Service 3 8106220 1 Credit Prerequisite: Agriscience Foundations 1, Animal Science and Service 2	This course is designed to develop competencies in the areas of animal digestive systems; animal breeding; preventive medicine and disease control; control of parasites; animal marketing; and analyzing records.
Agritechnology 1 8106820 1 Credit Prerequisite: Agriscience Foundations 1, Animal Science and Service 2 and 3	This course is designed to develop competencies in the areas of agriscience industry careers; prevention and treatment of livestock diseases; livestock anatomy; wholesale cuts of meat; animal reproduction and identification; animal safety; animal-health certification; plant growth; plant fertilization; safe use of pesticides; maintenance of tools and equipment; record keeping; and employability skills.
Agriculture, Food & Natural Resources Cooperative Education - OJT 8100410 Multiple Credits Prerequisite: Agriscience Foundations 1, Agritechnology 1, and 2	The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.
Vystar Academy of Business	
Digital Information Technology 8207310 1 Credits	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 email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.
Business and Entrepreneurial Principles 8215120 1 Credits Prerequisite: Digital Information Technology	This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program
Accounting Applications 1 8203310 1 Credits	This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required. *Vystar interns will also be required to take CTE Internship (8300430) with this class to make it a two period block.

Prerequisite: Digital Information Technology and Business and Entrepreneurial Principles	
Management and Human Resources 8301110 1 Credits Prerequisite: Accounting Applications 1	This course explores the reach and impact of managing people, one of the most important resources of an organization. Students are required to perform higher level strategic thinking. Topics include; management policy development, evaluating organizational effectiveness, sourcing and recruitment, hiring and retention planning, employee training, performance appraisals, compensation and benefit programs, maintaining working conditions and providing a safe working environment. *This course is ONLY for Vystar student interns and is required as a co-requisite. Students must complete the application and interview process before being selected as a Vystar Intern. *Vystar interns will also be required to take CTE Internship (8300430) with this class to make it a two period block.
Business Cooperative Education - OJT 8200410 Multiple Credits Prerequisite: Digital Information Technology and Business and Entrepreneurial Principles	The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.
Health Sciences	
Health Science Foundations 8417110 1 Credit	This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students will also learn first aid skills, CPR skills and demonstrate the measurement of vital signs. This is the first course in the Health Science program.
Health Science Anatomy & Physiology 8417100 1 Credit Prerequisite: Health Science Foundations	This course is part of the secondary Health Core consisting of a study of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.
Allied Health Assisting 3 8417131 1 Credit CTE Internship 8300430 1 Credit Prerequisite: Health Science Foundations, Health Science Anatomy & Physiology	This course (taken with CTE Internship) is the clinical application of the Health Science Education Program. The purpose of this course is to provide the student with clinical skills and experiences. In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, radiation, EKG, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, or dentistry may be included with instructor provided competencies. All students must successfully complete clinical rotations in 3 allied health areas. Students for this class are selected through an application process. Interested students need to pick up an application from one of the Health Science instructors approximately four weeks before Spring registration, complete all the required forms, and return them before the announced deadline. Students are required to purchase uniforms, present immunization records and pass a physical examination, drug screening, and complete CPR certification prior to their first clinical experience. This is the third class in the Health Science Education Program. *Students must complete application and be accepted into this program; space is limited. *Students will take the CMAA Industry Certification Exam at the end of this course.

Emergency Medical Responder 3 8417171 1 Credit <i>Prerequisite:</i> Health Science Foundations and Health Science Anatomy & Physiology	This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for an Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the musculoskeletal system of the body.
Health Science Cooperative Education - OJT 8400410 Multiple Credits <i>Prerequisite:</i> Health Science Foundations, Health Science Anatomy & Physiology, and Allied Health Assisting 3	The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.
<u>Aerospace Technologies</u>	
Aerospace Technologies 1 8600580 1 Credit	This course provides students with an introduction to the knowledge, human relations, and technological skills found today in Aerospace Technologies.
Aerospace Technologies 2 8600680 1 Credit <i>Prerequisite:</i> Aerospace Technologies 1	This program provides students with an intermediate understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies.
Aerospace Technologies 3 8601780 1 Credit <i>Prerequisite:</i> Aerospace Technologies 1 and 2	This program provides students with an advanced understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies.
<u>Building Construction Technologies</u>	
Building Construction Technologies 1 8720310 1 Credit	The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, the proper use of hand and power tools, plan reading, basic rough carpentry and framing.

Building Construction Technologies 2 8720320 1 Credit	The purpose of this course is to develop the competencies necessary for the building, construction and repair industry. These competencies relate to construction components, materials and hardware, concrete and masonry skills.
Building Construction Technologies 3 8720330 1 Credit	This course is designed to provide students with a more in-depth knowledge of construction documents, as well as competencies in construction management. These include heavy equipment selection, knowledge of codes and regulations, site preparation, estimating, scheduling and knowledge of sustainability issues relevant to the construction industry.
Building Construction Technologies 4 8720340 1 Credit	The purpose of this course is to develop competencies in exterior finish carpentry.
<u>Firefighting</u>	
Fire Fighting 1 8918210 1 Credit <i>Prerequisite: Student MUST be 14 years old when school starts.</i>	This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Science realm.
Fire Fighting 2 8918220 1 Credit <i>Prerequisite: Firefighting 1</i>	This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Science realm.
Fire Fighting 3 8918230 1 Credit <i>Prerequisite: Firefighting 2</i>	This course is to provide an introduction to a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Science realm.
<u>Welding Technology Fundamentals</u>	
Welding Technology Fundamentals 1 9204410 1 Credit	The Welding Technology Fundamentals 1 course prepares students for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study workplace safety and organization, basic manufacturing processes, metals identification, basic interpretation of welding symbols, and oxyfuel gas cutting practices. Students demonstrate learned skills by creating and producing a finished product.

Welding Technology Fundamentals 2 9204420 1 Credit Welding Technology Fundamentals 3 9204430 1 Credit Prerequisite: Advanced Manufacturing Technology 1	The Welding Technology Fundamentals 2 course is designed to build on the skills and knowledge students learned in Welding Technology Fundamentals 1 for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study drawings and welding symbols, intermediate oxyfuel gas cutting practices, plasma arc cutting principles, and basic shielded metal arc welding (SMAW). Students demonstrate learned skills by creating and producing a finished product. The Welding Technology Fundamentals 3 course is designed to build on the skills and knowledge students learned in Welding Technology Fundamentals 1 and 2 for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study basic shielded metal arc welding (SMAW), Carbon Arc Gouging (GAC) principles, and visual examination skills. Students demonstrate learned skills by creating and producing a finished product. <i>*This class is a two period block for the entire year</i>
Manufacturing Cooperative Education - OJT 9200420 Multiple Credits Prerequisite: Welding Technology Fundamentals 1, 2, and 3	The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.
Advanced Manufacturing Technology	
Advanced Manufacturing Technology 1 9200210 1 Credit	The Advanced Manufacturing Technology 1 course prepares students for entry into the advanced manufacturing industry. Content emphasizes beginning skills key to the success of working in the manufacturing industry. Students gain an understanding of technology and the concept of Design for Manufacturing, study workplace safety and workplace organization, workplace communication skills, and basic machine operation.
Advanced Manufacturing Technology 2 9200220 1 Credit Advanced Manufacturing Technology 3 9200230 1 Credit Prerequisite: Advanced Manufacturing Technology 1	The Advanced Manufacturing Technology 2 course prepares students for entry into the advanced manufacturing industry. Content emphasizes beginning skills key to the success of working in the manufacturing industry. Students study how to accurately read and interpret blueprints and schematics; graphic design and computer-aided drawing; quality assurance methods and quality control concepts; use of precision measurement tools and instruments; and understanding modern business practices. The Advanced Manufacturing Technology 3 course prepares students for entry into the advanced manufacturing industry. Content emphasizes beginning skills key to the success of working in the manufacturing industry. Students study how to select production processes; computer-aided manufacturing and flexible manufacturing planning; produce a product via a master project; manual milling machines, computer-numeric-control machines, and welding systems; and robotic systems used in manufacturing. <i>*This class is a two period block for the entire year</i>

Advanced Manufacturing Technology 4 9200240 1 Credit Advanced Manufacturing Technology Capstone 9200250 1 Credit Prerequisite: Advanced Manufacturing Technology 1, 2, and 3	The Advanced Manufacturing Technology 4 course prepares students for entry into the advanced manufacturing industry. Content emphasizes beginning skills key to the success of working in the manufacturing industry. Students study mechanisms; AC/DC electrical control; programmable logic control; fluid power; maintenance of technological systems; and exploration of employability and career opportunities. The Advanced Manufacturing Technology Capstone course provides students with extended content and skills essential to the planning, design, creation, and presentation of an advanced manufacturing capstone project. <i>*This class is a two period block for the entire year</i>
Manufacturing Cooperative Education - OJT 9200420 Multiple Credits Prerequisite: Advanced Manufacturing Technology 1, 2, and 3	The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.
Automotive Maintenance and Light Repair	
Automotive Maintenance and Light Repair 1 9504110 1 Credit	The Automotive Maintenance and Light Repair 1 course prepares students for entry into Automotive Maintenance and Light Repair 2. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills.
Automotive Maintenance and Light Repair 2 9504120 1 Credit Automotive Maintenance and Light Repair 3 9504130 1 Credit Prerequisite: Automotive Maintenance and Light Repair 1	The Automotive Maintenance and Light Repair 2 course prepares students for entry into Automotive Maintenance and Light Repair 3. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Content emphasizes beginning transportation service skills and workplace success skills. The Automotive Maintenance and Light Repair 3 course prepares students for entry into Automotive Maintenance and Light Repair 4. Students study and service suspension and steering systems, and brake systems. Content emphasizes beginning transportation service skills and workplace success skills. <i>*This class is a two period block for the entire year</i>

Transportation, Distribution and Logistics Cooperative Education - OJT 9500420 <i>Multiple Credits</i> Prerequisite: <i>Automotive Maintenance and Light Repair 1, 2, and 3</i>	The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.
<u>Diversified Career Technology - The DCT program does not qualify as a Gold Seal Scholarship program.</u>	
Diversified Career Technology Principles 8303010 <i>1 Credit</i> Prerequisite: <i>MUST be 11th or 12th grade - It will be required to take OJT as a Senior. 80% Attendance in the previous school year.</i>	This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace.
Diversified Career Technology - OJT 8300410 <i>Multiple Credits</i> Prerequisite: <i>MUST be in 12th grade, have a paying job, and access to transportation. 80% Attendance in the previous school year and have earned an acceleration point (passed a C.A.P.E. Industry certification, AP Exam, AICE Exam, or Dual Enrollment course).</i>	This course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job training and the time card is the attendance record. Students must have access to their own transportation. Attendance is REQUIRED at school for hours worked that day. All students enrolled in this class must meet all of the following prerequisites: • Must have a paying job • Must have access to transportation to get to work when scheduled • Must have 80% or greater attendance in the previous school year • Must have earned an "acceleration point" (passed a C.A.P.E. Industry Certification, AP Exam, AICE Exam, or Dual Enrollment course)

Middle School/Junior High Progression

In order for a student to be promoted to high school from the middle grades, they must successfully complete the following courses:

- Three middle grades or higher* courses in English Language Arts.
- Three middle grades or higher* courses in Mathematics.
- Three middle grades or higher* courses in Science.
- Three middle grades or higher* courses in Social Studies.
 - One of these social studies courses must be Civics. There is a statewide, standardized end-of-course exam for Civics that must be taken and factored in as 30% of a student's course grade.

**May include high school courses for high school credit.*

Promotion from one grade level to the next (e.g. from 7th to 8th) requires a student to pass all core classes in that grade level (e.g. English Language Arts, Mathematics, Science, and Social Studies)

The statutory requirements for middle grades promotion are found in [section 1003.4156, Florida Statutes](#).

The statutory requirements for physical education (one semester each year) are found in [section 1003.455, Florida Statutes](#).

	Core Curriculum Credits				Physical Education	Electives	
	English 3 Credits	Math 3 Credits	Science 3 Credits	Social Studies 3 Credits (One Course MUST be Civics)	Physical Education 1 Semester each year	Students may be required by Florida Statute to take Intensive Reading and/or Intensive Math based on performance on F.A.S.T. ELA PM3 and/or F.A.S.T. Math PM3 Tests. Those classes will replace the electives chosen for these two periods.	
6 th Grade	M/J Language Arts 1	M/J Grade 6 Math or M/J Accelerated Math Grade 6	M/J Comprehensive Science 1	M/J World History	PE	Elective	Elective
7 th Grade	M/J Language Arts 2 or M/J Language Arts 2, Advanced	M/J Grade 7 Math or M/J Accelerated Math Grade 7	M/J Comprehensive Science 2 or M/J Comprehensive Science 2, Advanced	M/J Civics or M/J Civics, Advanced	M/J Comprehensive Physical Education Grade 7/8	M/J AVID 7th	Elective
8 th Grade	M/J Language Arts 3 or M/J Language Arts 3, Advanced	M/J Grade 8 Pre-Algebra or Algebra 1 Honors	M/J Comprehensive Science 3 or M/J Comprehensive Science 3, Advanced	M/J U.S. History and Career Planning or M/J U.S. History and Career Planning, Advanced	HOPE	Elective	Elective

*****PJS does not offer 6th Grade; students needing to enroll in 6th grade will need to contact one of the K-6 schools in our district**

	English/Language Arts
M/J Language Arts 2 1001040 7th Grade	The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
M/J Language Arts 2 Advanced 1001050 7th Grade Prerequisite: 7th Grade F.A.S.T. ELA Level 3 or higher.	The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. 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.
M/J Language Arts 3 1001070 8th Grade	The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
M/J Language Arts 3 Advanced 1001080 8th Grade Prerequisite: 7th Grade F.A.S.T. ELA Level 3 or higher.	The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. 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.
	Mathematics
M/J Grade 7 Mathematics 1205040 7th Grade	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. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.
M/J Accelerated Mathematics Grade 7 1205050 7th Grade Prerequisite: 7th Grade F.A.S.T. Math Level 3 or higher.	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. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

M/J Grade 8 Pre-Algebra 1205070 <i>8th Grade</i>	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. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.
Algebra 1 Honors 1200320 1 High School Credit <i>8th Grade</i> Algebra 1 EOC = 30% of final grade Prerequisite: 7th Grade F.A.S.T. Math Level 3 or higher.	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.
Science	
M/J Comprehensive Science 2 2002070 <i>7th Grade</i>	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007). • Asking questions (for science) and defining problems (for engineering). • Developing and using models. • Planning and carrying out investigations. • Analyzing and interpreting data. • Using mathematics, information and computer technology, and computational thinking. • Constructing explanations (for science) and designing solutions (for engineering). • Engaging in argument from evidence. • Obtaining, evaluating, and communicating information.
M/J Comprehensive Science 2 Advanced 2002080 <i>7th Grade</i> Prerequisite: 6th Grade F.A.S.T. ELA Level 3 or higher.	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007). 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.

M/J Comprehensive Science 3 2002100 8th Grade	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007). • Rocks and rock formations bear evidence of the minerals, materials, temperature/pressure conditions, and forces that created them. (SC.4.E.6.1 and SC.4.E.6.2) • Earth as a whole has a magnetic field that is detectable at the surface with a compass, with north and south poles and lines of force. (SC.912.P.10.16) • The Sun is the major source of energy for phenomena on Earth's surface. (SC.3.L.17.2; SC.3.E.5.2; SC.3.E.6.1; SC.4.P.10.4; SC.4.L.17.2) • Water, which covers the majority of Earth's surface, circulates through the crust, oceans, and atmosphere in what is known as the water cycle. (SC.5.E.7.1; SC.5.E.7.2; SC.5.E.7.6) • A tiny fraction of the light energy from the Sun is Earth's primary source of energy, heating Earth surfaces and providing the energy that results in wind, ocean currents, and storms. (SC.2.E.7.2; SC.3.E.6.1) • Following fertilization, cell division produces a small cluster of cells that then differentiate by appearance and function to form the basic tissues of an embryo. (SC.912.L.16.13) • Characteristics of organisms are influenced by heredity and environment. (SC.4.L.16.2 and SC.4.L.16.3) • Nuclear reactions take place in the Sun. (SC.912.P.10.10; SC.912.P.10.11)
M/J Comprehensive Science 3 Advanced 2002110 8th Grade Prerequisite: 7th Grade F.A.S.T. ELA Level 3 or higher.	Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007). 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.
Social Studies	
M/J Civics 2106010 7th Grade	The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.
M/J Civics, Advanced 2106020 7th Grade Prerequisite: 6th Grade F.A.S.T. ELA Level 3 or higher.	The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. 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.

M/J U.S. History and Career Planning 2100015 8th Grade	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. Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.						
M/J U.S. History and Career Planning, Advanced 2100025 8th Grade Prerequisite: 7th Grade F.A.S.T. ELA Level 3 or higher.	Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction. Honors 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. Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.						
Electives							
M/J Comprehensive PE Grade 7/8 1508070 M/J Team Sports - Grade 7 1508020 7th Grade	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. This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.						
HOPE 1506320 1 High School Credit 8th Grade	The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: <table border="0" data-bbox="352 1360 1150 1443"> <tr> <td>Mental/Social Health</td><td>Physical Activity</td></tr> <tr> <td>Components of Physical Fitness</td><td>Nutrition and Wellness Planning</td></tr> <tr> <td>Diseases and Disorders</td><td>Health Advocacy</td></tr> </table>	Mental/Social Health	Physical Activity	Components of Physical Fitness	Nutrition and Wellness Planning	Diseases and Disorders	Health Advocacy
Mental/Social Health	Physical Activity						
Components of Physical Fitness	Nutrition and Wellness Planning						
Diseases and Disorders	Health Advocacy						

M/J AVID 7th Grade 1700120 <i>7th Grade</i>	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. The 7th grade AVID elective course builds upon the foundational components of the AVID philosophy. Students will refine short- and long-term goals and, as a result, begin to understand the value in taking charge of their actions. They will start working on intrapersonal and interpersonal skills as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge base regarding note-taking in relation to studying and test preparation. Students will be exposed to various field trips, guest speakers, and research to increase their knowledge of college and career options.
M/J AVID 8th Grade 1700130 <i>8th Grade</i>	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. The 8th grade AVID elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the 6th and 7th grade AVID courses. They will refine previous goals, focusing on their transition to high school as part of a college-preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive, and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon test-preparation and test-taking knowledge. Students will broaden their experience with analyzing text and utilizing appropriate reading strategies in various settings. They will become more involved in guest-speaker presentations and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college-preparatory testing and build connections with the high school they will attend.
M/J Band 2 1302010	Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
M/J Band 3 1302020	Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
Army: Leadership Education and Training 1 1801300 <i>1 High School Credit</i> <i>8th Grade ONLY</i>	The purpose of this program is to provide a cooperative effort on the part of the JROTC Program and the host institution (PHS) the opportunity to develop and educate young progressive students into positive citizens. The course promotes standards of good citizenship, character development, and life management skills which will benefit the student, our schools and the community. The JROTC Program offers a learning experience that promotes the success of the student in today's modern society. The intent of the JROTC Program is to be useful to the student in any future endeavor and career development. The course provides ongoing instruction on leadership and management theory, drill & ceremonies, hygiene, first aid, Math, Earth Science, Geography, American Government and Conditional Law, map reading, techniques of oral and written communication skills, life management skills, and physical development of the student for a healthy lifestyle. Students will also have the opportunity to participate in community service with the JROTC Program. Upon completion of the ROTC course of instruction, the student is not required to fulfill any military obligation.

Coding Fundamentals 9009200 AND Exploring IT Careers 9009350 7th Grade	Coding Fundamentals - The purpose of this course is to assist Information Technology students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the career cluster. The content includes but is not limited to foundational knowledge and skills related to computer coding and software development. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. Exploring IT Careers - Beginning with a broad overview of the Information Technology career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Information Technology career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.
Exploring IT Careers 9009350 8th Grade	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 Information Technology career cluster. The content includes but is not limited to terminology, careers, history, required skills, and technologies associated with pathways comprising the Information Technology career cluster. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Beginning with a broad overview of the Information Technology career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Information Technology career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.
Fundamentals of Agriculture, Food, and Natural Resource Systems 8021300 8th Grade	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.
Introduction to Agriculture, Food, and Natural Resources 8021100 7th Grade	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.
M/J Intensive Reading 2 1000012 7th Grade <i>* 7th Grade students will be placed in this class based on the district's state approved reading intervention plan.</i>	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.
M/J Intensive Reading 3 1000014 8th Grade <i>* 8th Grade students will be placed in this class based on the district's state approved reading intervention plan.</i>	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.

M/J 2-D Studio Art 2 0101020 <i>7th Grade</i>	Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
M/J 2-D Studio Art 3 0101026 <i>8th Grade</i>	Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Registration and Scheduling

Plan to meet with your counselor during the spring registration period. Failure to meet with your counselor will result in scheduling without your input. Students will log into Skyward to request all courses (excluding off campus dual enrollment).

All students must have a full schedule, NO EXCEPTIONS. The following scenarios should help clarify any questions:

1. A full schedule is 7 classes at Palatka Jr.-Sr. High School
2. Dual enrollment students may have 5 classes between PJSHS and SJR State. Early admissions students take only 4 classes, all at SJR State (early admissions students are approved through the district office).
3. OJT classes count as part of your full schedule. Seniors may have up to four periods of OJT (meaning they must have three additional classes here at PHS). Students taking OJT related to their CTE program may take four periods of OJT (i.e. Health Science program completers can take up to four periods of Health Science Cooperative Education-OJT (8400410) since they are a program completer in Health Science (Allied Health Assisting or Emergency Medical Responder). In order to take a CTE OJT class, the job and job activities MUST be in that CTE related field (i.e. Health Science Cooperative Education-OJT requires a job where the student is working in a health science related field like a doctor's office or nursing home).

Scheduling takes place throughout the summer. The master schedule is developed after analyzing testing data and looking at course requests. The number of class sections and their placement in particular periods is based on the best fit for the entire school (not one single or small group of students). Classes that do not have sufficient requests or that do not have a qualified instructor, will be canceled and students will be scheduled into alternates. When scheduling conflicts surface, the scheduling team makes every effort to fill in holes with requested alternatives. Therefore, if a student does not request a sufficient number of alternatives, the scheduling team will make a decision based on available data to complete a student's schedule.

Schedules will be finalized and available for pick-up the week before school starts in August (date will be determined and advertised in July).

Schedule change requests will only be taken during the first five days of the semester. Once schedules are finalized, schedule changes will only be made for the following reasons:

- A course was previously passed
- A course is out of sequence (i.e. Spanish 2 before Spanish 1)
- A missing requirement for graduation by a Senior
- Pre-requisites have not been met

The following are examples of situations that will not result in a schedule change:

- A desire for another instructor (when you have never failed the course with the assigned teacher)
- Requested the course, but do not need the credit. All students must have a full schedule regardless of their credit status.
- Requested the course, but no longer interested in the subject
- Desire for the class a different period
- Desire to switch out of honors or AP courses

The administration reserves the right to adjust a student's schedule when necessary. Some examples include:

- an imbalance of class loads
- loss of a teaching unit
- unique or unforeseen circumstances

The Putnam County School District employs teachers certified by the Florida Department of Education. The school administration will decide the instructor for each course section. Students are expected to abide by the choice of instructor. Course content is consistent in all sections of the same course number and description.

Honors or AP schedule changes must meet all of the following criteria:

- Student has a grade of "D" or "F" (a grade of "I" is not sufficient reason for a schedule change)
- Completion of a parent conference during each grading period
- Demonstration of the student seeking consistent academic assistance (ex. Attending tutoring sessions on a regular basis, completing all assignments, etc.)
- Space available in a comparable class

Appendix A

NCAA Division 1 Eligibility Plan

The NCAA requires sixteen core courses and a minimum GPA of 2.3 in those courses to be eligible to play Division 1 sports. Palatka Jr.-Sr. High School has established a plan to help our students meet those requirements for recruiting purposes. Please refer to Palatka High School's list of core courses located at: <https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool>

Year 1

Complete 5 Core Courses:

- English
- Math
- Science
- Foreign Language
- Social Studies Elective

Year 2

Complete 5 Core Courses:

- English
- Math
- Science
- Social Studies
- Foreign Language

Year 3

Complete 4 Core Courses

- English
- Math
- Science
- Social Studies
- Core Elective (Foreign Language, Social Studies Elective, or Science Elective)

Year 4

Complete 2 Core Courses

- English
- Social Studies

If you don't have the core GPA or the correct core courses in high school, you don't play in college. Don't let academics hold you back. Check out 2point3.org

Testing

Take the ACT or SAT and use the code "9999" to have your official scores sent directly to the NCAA Eligibility Center each time you register to take the test. Division 1 uses a sliding scale to match test scores and core-course grade-point averages to determine eligibility. Please refer to 2point3.org for the sliding scale. We recommend that students take the ACT or SAT by the end of their sophomore year.

Note: The following courses **DO NOT** count as "Core" Courses: *Liberal Arts Mathematics, Financial Algebra*