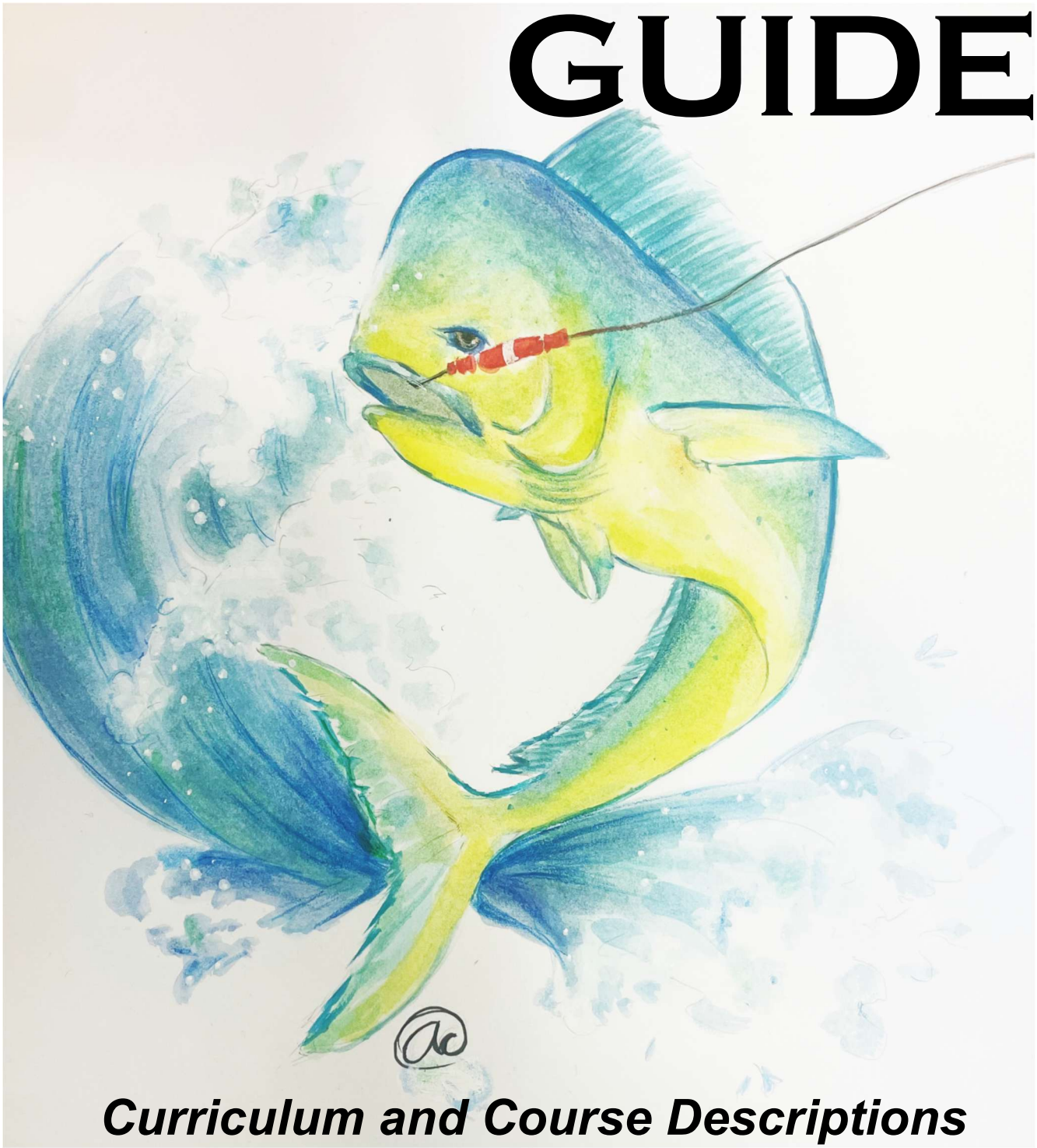
DOLPHIN GUIDE



Curriculum and Course Descriptions
Marathon High School Grades 6-12
2026-2027

ABOUT MARATHON HIGH SCHOOL



Marathon High School offers students in grades 6-12 a variety of unique experiences and opportunities due to its geographical location and small size. Bordered by the blue waters of the Atlantic Ocean and the Gulf of America, the Middle Keys Island chain is considered the heart of the Florida Keys. Marathon High School is fully accredited, is proud of its legacy, and is determined to stay on the leading edge in our rapidly changing world.

Administration

Christine Paul	Principal
Kirsten Warren	Assistant Principal
Rebecca Keenum	Assistant Principal

Mission Statement

Working together to inspire and bring excellence to every student every day.

Vision Statement

We strive passionately to create healthy, happy, and engaged students who are successful and productive.

Marathon High School Belief Statements

The faculty and staff of Marathon High and Middle School believe:

- All students are valued.
- All students can learn and be successful.
- A student's success is a collaborative effort among school, students, family, and community.
- A safe, respectful learning environment is necessary for academic success.
- Lifelong learning tools including career and technological skills are necessary to empower students to succeed in a changing society.
- Differing talents, abilities, cultures, and values strengthen our school community.
- The development of ethics, character, and citizenship is an essential part of our learning process.

MONROE COUNTY PUPIL PROGRESSION PLAN

Middle School

The following are the course requirements for grade placement in the Monroe County School System and at Marathon High School 6-12. Promotion from middle school requires that a student successfully completes three courses in mathematics (middle school or higher), three courses in English/Language Arts (middle school or higher), three courses in science (middle school or higher), three courses in social studies (middle school or higher including a civics course), a career and educational planning course, and one semester of physical education for each year a student is enrolled in middle school. See the Student Progression Plans in the parent portal tab located on the www.KeysSchools.com website for more information.

High School

The following are the credit requirements for grade placement in the Monroe County School System and at Marathon High School. Half credits are issued at the end of each semester for semester courses. One full credit is issued at the end of the school year for year-long courses. See the Student Progression Plans in the parent portal tab located on the www.KeysSchools.com website for more information.

CLASS LEVEL	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
REQUIRED CREDITS	0 – 4.5	5 - 10.5	11 – 16.5	17+

DOLPHIN SHOWCASE & SCHEDULING FOR 2026-2027

All students will be given a schedule card listing required core course recommendations for the 2026-27 school year. Students will have the opportunity to request electives. Feeder schools, Stanley Switlik incoming 6th grade and Sugarloaf incoming 9th graders will visit MHS for an informative special presentation prepared by administration, counselors, teachers, and student leaders as well as familiarize with the scheduling process. The Dolphin Showcase is an opportunity for students and parents to meet with teachers and ask questions about course content. Students and their parents are strongly encouraged to attend this event. The dates for the feeder school visits and the Dolphin Showcase are listed below.

Important Dates

Sugarloaf School	**Monday, February 9, 2026, 9:15 AM**
Stanley Switlik Elementary School	**Thursday, February 12, 2026, 9:00 AM**
Dolphin Showcase	**Wednesday, February 25, 2026, 5:30-7:00 PM**

Students and parents are advised to put a great deal of thought into the entire course selection process. Once the course registration process is completed and the master schedule is built, schedule changes (with a few exceptions for academic misplacement) cannot be accommodated as personnel as well as instructional materials and supplies have been committed to provide the best possible educational experience. The selection of elective courses, including backup electives, represents a commitment to take the course for the entire school year.

Planning for Success

1. **Read your Dolphine Guide.**
2. **Attend the Dolphin Showcase.**
3. **Review your recommended core courses.**
4. **Identify electives you are interested in taking next year.**
5. **Submit your course requests for the 2026-2027 school year.**

CURRICULUM

The goal of Marathon High School is to offer programs that best prepare each individual student for post-secondary success. To maximize the potential of all students, MHS encourages students to pursue the most rigorous course of study available to them. Test scores, achievement data, and teacher recommendations will be utilized for planning each student's course of study. We believe that with the appropriate school environment and the support and collaboration between teachers, parents, and students, high achievement is attainable. All references to the word "recommendation" throughout this document are for the purpose of conveying to parents/guardians the professional judgment of the Marathon High faculty. Faculty members have well-defined standards and expectations for successful students in all classes. In all instances, the final decision with respect to course selection rests with the student and his or her parent or guardian. Should it be the decision of the student and parent to register for a course against recommendation, it will be necessary to contact the counselor and complete a schedule change request. All placements are final.

HONORS COURSES

Honors classes at Marathon High School involve a strong commitment for high academic achievement on the part of the student. Placement in honors or accelerated/advanced level classes involves prior teacher recommendation, a review of standardized test scores, and the performance of the student in core curricular classes. It is recommended that a student placed in honors level classes should be proficient in reading and/or mathematics (Level 3 or above on F.A.S.T. or PSAT scores at or above the 50th percentile) and should have earned an “A” or a “B” in the prior or prerequisite classes.

ADVANCED PLACEMENT CREDIT

Advanced Placement (AP) is a program of college-level courses and exams that give students the opportunity to experience a college level curriculum and potentially earn college credit. Placement in Advanced Placement classes involves a review of student performance as measured against the norms on the Preliminary Scholastic Aptitude Test (PSAT). To be successful in these rigorous courses, students should be above national norms in reading and/or mathematics as well as organized and committed to a challenging course of study. It is required that students take the AP examination for the course(s) in which they are enrolled.

CAMBRIDGE AICE CREDIT

Cambridge AICE courses constitute an advanced, internationally benchmarked secondary curriculum emphasizing depth of content knowledge, higher-order thinking, and disciplined academic inquiry. Each course is aligned to rigorous Cambridge Assessment International Education standards, integrating analytical reasoning, evidence-based writing, and evaluative problem-solving. The program allows students to construct a flexible yet comprehensive pathway across disciplinary groups, culminating in the Cambridge AICE diploma for those who meet designated credit and assessment requirements. Recognized by universities worldwide, AICE coursework demonstrates college-level proficiency, with many institutions awarding credit for successful exam performance. It is required that students take the AICE examination for the course(s) in which they are enrolled. Students who earn the Cambridge AICE diploma and meet other requirements outlined on pages 11 and 12 are eligible for Bright Futures.

DUAL ENROLLMENT CREDIT

Various courses in the curriculum may be offered for dual enrollment credit through College of the Florida Keys (CFK). Participation is open to students with a **2.5 unweighted GPA** (or greater) enrolled in grades 9-12 who have expressed the desire to pursue postsecondary education. Students must meet with their high school guidance counselor AND have parental AND school principal permission. **Minimum college entrance test scores are required for placement in any dual enrollment class**. The college application and book forms must be completed and signed by the counselor and principal. Students are responsible for following the guidelines and important dates set by the college. Marathon High offers a Dual Enrollment Collegiate Academy to eligible junior and senior students. Students will be able to earn 30 or more college credits.

ENGLISH LEARNERS (EL)

English Learners (ELs) follow the standard diploma requirements. Students in the ESOL program will be placed in the appropriate English class based on teacher recommendation and/or EL Committee recommendation. Students whose English language skills are at a beginning or intermediate level will be placed in the appropriate M/J Language Arts through ESOL or English through ESOL class as well a Developmental Language Arts course for additional language support (which counts as an elective). Beginning students may also be placed in additional course(s) to develop English language skills. Students whose English language skills are reaching proficiency level will be placed in the appropriate M/J Language Arts or English class and be placed in a Developmental Language Arts class for additional language support per teacher recommendation.

STUDENTS WITH DISABILITIES (SWD)

In compliance with the Individuals with Disabilities Education Act (IDEA), students access the general curriculum as appropriate and with support as outlined in the child's Individualized Education Plan (IEP). The general education Florida B.E.S.T. Standards are appropriate for most ESE students. However, for some students, modified standards and/or Access Points in one or more content areas may be more appropriate as indicated in the IEP. The IEP addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom accommodations or modifications. Students with an IEP are scheduled on an individual basis by the ESE team in consultation with the student and his or her parent or guardian.

SCHEDULING- CHANGES & ADD/DROP POLICY

A student may request a schedule change through his or her guidance counselor. Appropriate requests will be processed given the following guidelines:

- Currently enrolled MHS students will meet individually with a counselor to review their Academic Plans and course selection for next year.
- At any time, students may request a meeting with their designated counselor. To request a meeting visit www.Keysschools.com/o/MMHS click ***For Students***, click ***Guidance Counselor Request Form***, complete form and submit. Your counselor will call you down as soon as possible.
- ***Parents of currently enrolled MHS students*** may contact the school (305) 289-2480 to schedule an appointment with a counselor.
- Course selections can be revised until May 1, 2026.
- Course selection changes **cannot** be changed after May 1, 2026.
- Schedules will only be changed if there are scheduling errors (i.e. duplicate classes, missing classes, scheduled for a class they have already taken, or other errors as determined by counselors).
- MHS reserves the right to change individual student's schedules to comply with Monroe County School Board and Department of Education policies, including balancing classes. Every effort will be made not to disrupt the educational process when such changes become necessary.
- Once the 2026-2027 school year begins, scheduling changes will only be accommodated if the following conditions are met:
    - The change takes place within the first 10 days of the semester.
    - The course change requested is offered for the same period.
    - There is space available in the receiving class.
        - The student must complete a written schedule change form. Forms are available by the counselors' offices.

DIPLOMA TYPES & REQUIREMENTS

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] 1003.4282, Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of their final course grade*:

- Algebra 1
- Biology
- Geometry
- U.S. History

*Special note: Thirty percent not applicable if student is not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. 1008.22, F.S.)

Students enrolled in the U.S. Government course, including dual enrollment and AP classes, are required to take the assessment of civic literacy. This score does not impact the student's course grade nor graduation status. However, students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25, F.S.

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in electives or work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) **
- An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science*

- One of which must be Biology, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**
- An identified computer science*** credit may substitute for up to one science credit (except for Biology)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

0.5 Credit in Personal Financial Literacy**

1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

7.5 Elective Credits

Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.
****This requirement was added for students entering grade nine 2023-2024 and thereafter.

NOTE: The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in s. 1003.01(2), F.S., including work-related internships approved by the State Board of Education and identified in the course code directory.

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter
What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

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

++Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Biology
- Geometry
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's State University System (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the Florida College System offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma, an equivalent diploma or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career, Adult and Technical Education
District Postsecondary Institutions

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

ASSESSMENT / TESTING

STANDARDIZED TESTING -

Students must pass the following statewide assessments:

- Grade 10 F.A.S.T. ELA Reading Assessment or earn a concordant score on the Pre ACT, ACT, PSAT, SAT, CLT 10, or CLT.
- Algebra I, End-of-Course (EOC) exam or comparative score on the Math portion of Pre ACT, ACT, PSAT, SAT, CLT 10, or CLT.

Students must participate in the State of Florida EOC assessments for the following courses. The results constitute 30% of the final course grade.

- Civics, Algebra I, Biology, Geometry, and U.S. History

Students enrolled in US Government will take the Florida Civic Literacy Exam (FCLE).

Pre ACT & ACT – (American College Testing) The ACT is a standardized test used for college admissions in the United States. It is currently administered by the ACT, a nonprofit organization of the same name. The ACT test covers four academic skill areas: English, Math, Reading and Science reasoning. It also offers an optional direct writing test. It is accepted by all four-year colleges and universities in the United States as well as more than 225 universities outside of the U.S.

The four main ACT test sections are individually scored on a scale of 1–36, and a composite score (the rounded whole number average of the four sections) is provided.

ASVAB – (Armed Services Vocational Aptitude Battery) The ASVAB is an optional multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. It is the comprehensive career exploration and planning program. The ASVAB is administered annually, typically in the fall, to sophomores, juniors, and seniors who sign up to take it. There is no commitment to military service for the students taking the test.

CLT – (Classical Learning Test) The CLT is a standardized assessment that measures reading, writing, and quantitative reasoning through passages drawn from classic literature, philosophy, historical texts, and foundational works. It emphasizes analytical thinking and moral-intellectual tradition rather than relying solely on contemporary test passages. Colleges and universities that accept the CLT use it as an alternative to the SAT or ACT for admissions and scholarship decisions.

PSAT 8/9 – The PSAT 8/9 is the first exam in the College Board's "SAT Suite of Assessments" and is administered to eighth and ninth graders. The purpose of the PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school. Students are tested in three (3) subject areas: Reading, Writing & Language, and Math. The Reading & Writing subject areas are combined for an Evidence-Based Reading & Writing section score. Math is scored separately. The PSAT 8/9 is the precursor to the PSAT/NMSQT and the SAT. This test will be administered to 8th & 9th grade students in March.

PSAT 10/NMSQT- (Preliminary Scholastic Aptitude Test/National Merit Scholar Qualifying Test) The PSAT is a standardized test administered by the College Board and co-sponsored by the National Merit Scholarship Corporations. Students are tested in three (3) subject areas: Reading, Writing & Language, and Math. The Reading & Writing subject areas are combined for an Evidence-Based Writing section score. Math is scored separately. The PSAT is used to determine eligibility and qualification for the National Merit Scholarship Program (NMSQT) for juniors. It also serves as a practice test of the SAT but be aware you cannot submit PSAT scores to colleges as your standardized test scores. This test will be administered to 10th and 11th graders in October.

SAT – The SAT is a standardized entrance exam widely used for college admissions in the United States. The purpose is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. The SAT is administered by the College Board. It is comprised of two (2) sections: Evidence-Based Reading & Writing, and Math. The Evidence-Based Reading & Writing is comprised of two (2) tests, one focused on Reading and one focused on Writing & Language. The Math section test is comprised of two (2) sections that test on several concepts that include: Algebra I and II Arithmetic, Probability, Data Analysis, Plane Geometry, Coordinate

Geometry and Trigonometry. The SAT also includes an optional Essay where students read a passage and explain how the author builds a persuasive argument.
SAT test dates are posted on College Board's website www.collegeboard.org. Students must have a College Board account to register for the SAT, view their scores and send their scores to colleges. MHS administers SAT School Day for 11th graders at no cost in the spring of their junior year.

College Board Accounts – Students should have created a College Board account while in 8th grade if they attended a Monroe County Middle School. Their College Board account is used to register for Pre-AP and AP classes/exams, register for the SAT, view test scores, receive information about tests, etc.

Students who can't remember their login information must call the College Board at (866) 315-6068 or attempt to do so via email. **Students must NOT use their keysstudents.net** email since it cannot receive password reset emails. **Do NOT create another account.** Students who create another account must call the College Board at (866) 433-7728 to have them merge both accounts. Students who have never created an account will need to create one using an email other than their keysstudents.net account.

Students are encouraged to practice for the PSAT and SAT at Khan Academy (www.khanacademy.org/sat) Students receive a personalized plan tailored to their strengths and weaknesses based on previous PSAT/NMSQT or SAT results. 20 hours of practice on Khan Academy is associated with an average 115-point score increase from the PSAT/NMSQT to the SAT, nearly double the average gain without Khan Academy.

For students with an IEP, 504, or EL Plan, see the school counselor for more information on how to request test accommodations through College Board for PSAT/NMSQT, PSAT 10, SAT, or AP Exams as well as ACT and CLT exams.

STATE UNIVERSITY SYSTEM ADMISSION POLICIES

Competitive Admissions

Admission into Florida's state universities is limited by available space. Competition for space depends on the number and qualifications of those who apply for admission. To increase the chance of admission, high school students should try to exceed the minimum requirements.

Substitutions of Requirements for Students with Disabilities

An individual with a documented disability may wish to be considered for admission based on a reasonable substitution for an admissions requirement as long as the substitution does not alter the fundamental nature of the requirement. Information is available from the university's office of admissions (see 1007.264, F.S. and 1007.265, F.S.).

Admissions Criteria

The minimum state level admissions policies have been established for first-time-in-college students and for undergraduate students transferring without having an AA degree from a Florida public community college. In the admission of students, the universities shall take into consideration the applicant's academic ability, and may also consider creativity, talent, and character. If determined to be in the best interest of the university to deny admission to an applicant because of past misconduct, the university may do so.



Admissions decisions are based on:

1. High school graduation
2. Grade point average in academic core courses
3. Admissions test scores
4. Overall grade point average
5. Course distribution requirements

The minimum requirements apply to all universities. However, universities are permitted to have higher admissions standards. Each university's admission information pages list requirements that differ from the state minimum requirements. For more information visit https://www.floridashines.org/ .

With the implementation of the revised admissions rule, there are three methods to qualify for admission into the universities: the traditional admissions criteria based on the sliding scale, the Talented Twenty program, or the student profile assessment. These methods are explained in detail.

Determining Eligibility by Meeting Traditional Requirements for State University System

The minimum admissions criteria that most applicants will need are listed below. Universities are permitted to hold standards that are higher than the minimum.

1. HIGH SCHOOL GRADUATION

Graduation from an accredited high school or the equivalent (e.g., GED) is required. An applicant from a non-traditional program, such as home schooling, must present credentials.

2. GRADE POINT AVERAGE IN HIGH SCHOOL ACADEMIC CORE COURSES

A weighted high school GPA will be calculated by the university using a 4.0 scale from grades earned in high school academic core courses in designated subject areas, as well as specified AP and DE Fine Arts courses. Additional weights may be assigned to certain grades in Honors, AP, DE, AICE, and other advanced courses. Weighting policies are under current review by the universities and state.

3. HIGH SCHOOL COURSE DISTRIBUTION REQUIREMENTS

Students must complete at least 14 units of high school work in the five core areas listed below, plus 4 additional electives as will be explained in the list of approved college prep courses.

SUBJECT AREA	REQUIRED COURSES
ENGLISH	4
MATHEMATICS	4
NATURAL SCIENCE	3
SOCIAL SCIENCE	3
FOREIGN LANGUAGES	2
ELECTIVES *	2
TOTAL	**18**

*Must be in a core area or world language

Other Ways to Gain Admission to a State University

Talented Twenty

Graduates from Florida public high schools who rank in the top 20% of their class, who have completed the required 18 units of core courses (listed above) and submitted an SAT or ACT test score shall be admitted into one of the state universities, although not necessarily the university of the applicant's choice. After three notifications of denial, other universities will provide complimentary reviews of the transcripts of the Talented Twenty applicants at the request of the high school counselor. Once any university accepts the student, the guarantee for admissions has been considered met, even if the student does not wish to attend that particular university.

Student Profile Assessment

The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. A few applicants, who do not meet the minimum admissions requirements, are granted admission to state universities through a "student profile assessment" process, which takes into account a student's exceptional attributes or special talents, such as accomplishments in music, art or sports.

Start at a Community College

Requirements to attend Community College include earning a high school diploma or GED. Enroll at a community college, earn an AA degree, and transfer to state university to complete a bachelor's degree in upper division coursework. You are guaranteed admission to a state university, although not necessarily the university of choice. This approach to earning a 4-year degree is commonly referred to as the 2 + 2 system.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program establishes lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. Bright Futures awards include: Florida Academic Scholars award (FAS), Florida Medallion Scholars award (FMS), Florida Gold Seal CAPE Scholars award (GSC) and the Florida Gold Seal Vocational Scholars award (GSV). The scholarship may be used for either full-time or part-time enrollment and is renewable. All initial applicants must meet the general requirements for participation in this program, and specific requirements for the individual award.

- Go to https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN to find out how to qualify for a Bright Futures Scholarship.
- Go to http://www.floridastudentfinancialaidsg.org/ and submit a completed, error-free initial Student Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation. The ACT/CLT/SAT must be taken no later than August 31 of your high school graduation year.
- Meet the eligibility requirement. Make the grade, earn the score… and graduate!
- Know your responsibilities… apply, meet the requirements before graduation and throughout your college career. ***Requirements are subject to change with each Florida Legislative session.***

FLORIDA ACADEMIC SCHOLARS (FAS) / FLORIDA MEDALLION SCHOLARS (FMS) 2025-26

Initial Eligibility Requirements: (As determined by the Florida Department of Education)

1. Submit the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
2. Graduate from a Florida high school with a standard high school diploma or its equivalent.
3. Complete the 16 college-preparatory courses required for admission to a state university.
4. Achieve the required weighted GPA in the 16 college-preparatory courses per the chart below.
5. Achieve the required composite ACT® score, Overall Score on the Classic Learning Test (CLT®), or combined SAT® score. Tests must be taken no later than August 31 of the student's graduation year (or through January 31 for mid-year graduates), per the chart below.
6. Complete the required number of volunteer service hours, paid work hours, or 100 total combined hours per the chart below.

Type	16 High School College-Preparatory Course Credits[1]	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT®/CLT®/SAT®)[2]	Volunteer Service Hours[2]	Paid Work Hours[2]
FAS	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level) 3 - Natural Science (two must have substantial laboratory) 3 - Social Science 2 - World Language (sequential, in same language)	3.50	2025-26 Graduates: 29/95/1330 2026-27 Graduates: 29/95/1330	100 hours	100 hours
FMS		3.00	2025-26 Graduates: 24/82/1190 2026-27 Graduates: 24/82/1190	75 hours	100 hours

[1] The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002. Additional information regarding high school coursework can be found within the Florida Counseling for Future Education Handbook.

[2] Students must earn the required volunteer service hours, 100 paid work hours, or a combination that totals a minimum of 100 hours.

Other ways to qualify

Students who have demonstrated academic merit through a recognition program may be eligible for Bright Futures without having to meet one or more of the requirements. Note: All Merit Recognition programs must be earned prior to high school graduation. Confirmations may come from AICE; IB and College Board as late as September. Please refer to the table below for how to qualify based on one of the merit recognition programs.

Merit Recognition Program	College Entrance Exams by High School Graduation Year		Volunteer Service*	Paid Work Hours*	Combination of Volunteer/ Paid Hours	Bright Futures Award
	2025-26	2026-27				
National Merit® Finalists and Scholars			100 hours	100 hours	100 hours	FAS
			75 hours			FMS
AP Capstone Diploma			100 hours	100 hours	100 hours	FAS
Advanced International Certificate of Education (AICE) - Diploma			100 hours	100 hours	100 hours	FAS
			75 hours			FMS
International Baccalaureate (IB) - Diploma			100 hours	100 hours	100 hours	FAS
			75 hours			FMS
AICE - Curriculum	29/95/1330	29/95/1330	100 hours	100 hours	100 hours	FAS
	24/82/1190	24/82/1190	75 hours	100 hours	100 hours	FMS
International Baccalaureate (IB) - Curriculum	29/95/1330	29/95/1330	100 hours	100 hours	100 hours	FAS
	24/82/1190	24/82/1190	75 hours	100 hours	100 hours	FMS

*Student must earn the required volunteer service, paid work hours, or a combination of both equal to 100 total hours.

FLORIDA GOLD SEAL VOCATIONAL SCHOLARS 2025-26

Initial Eligibility Requirements: (As determined by the Florida Department of Education.)

1. Submit the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
2. Graduate with a standard Florida high school diploma or its equivalent.
3. Achieve the required weighted 3.0 GPA in the non-elective high school courses.
4. Completes at least three (3) full Career and Technical Education credits
5. Achieve the required minimum 3.5 unweighted GPA in Career and Technical Education credits.
6. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours. For students entering grade 9 in the 2024-2025 school year and thereafter, 75 hours of volunteer service must be completed.
7. Achieve the required minimum scores on one of the college entrance exams per the chart below no later than August 31 of the year the student graduates from high school.

Exam Type	Sub-test	Required Score
ACT®	Reading	19
	English	17
	Mathematics	19
SAT® (March 1, 2024, and thereafter)	Critical Reading or Evidence-Based Reading and Writing	490
	Mathematics	480
SAT® (Prior to March 1, 2024)	Reading	24
	Writing and Language	25
	Math Test	24
PERT (Only applies to the GSV Scholarship)	Reading	106
	Writing	103
	Mathematics	114

Required test scores follow those established by Rule 6A-10.0315, Florida Administrative Code.

Scholarship Restrictions:

The GSV award may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program and not toward the completion of an associate in arts or a baccalaureate degree.

BILITERACY SEAL

Gold Seal

Earned 4 credits in same foreign language with cumulative GPA 3.0 or higher and Level 4 or higher on the grade 10 ELA FSA.

Examinations for Gold Seal	Score or Performance Level
SAT Subject Test	700 or higher
College Level Examination Program (CLEP) Level 2 Language Exam	Spanish 63 or higher
Advanced Placement Language Exam	4 or higher

Portfolio Option at Advanced Low level or higher

Silver Seal

Earned 4 credits in same foreign language with cumulative GPA 3.0 or higher

Examination for Silver Seal	Score or Performance Level
SAT Subject Test	600 or higher
College Level Examination Program (CLEP) Level 1 Language Exam	Spanish 50-62
Advanced Placement Language Exam	3 or higher

Portfolio Option at Intermediate Mid-level or higher

RESOURCES FOR PARENTS & STUDENTS

Monroe County School District Website – www.keysschools.com
Marathon High School - www.keysschools.com/mmhs

The College Board

- To register for SAT Tests students should go to: www.collegeboard.org .
- Advanced Placement registration, exam practices, etc.
- Explore college choices, college match, and career assessment inventories, etc.
- Used for college entrance and Bright Futures qualifications.
- Call (866) 433-77728 to reset your account, do not create another account.

CLT

- **To register for CLT exams students should go to: https://www.cltexam.com/**

Khan Academy

- https://www.khanacademy.org/
- Students may practice for the PSAT/NMSQT/SAT
- 20 hours of practice on Khan Academy is associated with an average 115-point score increase from the PSAT/NMSQT to the SAT, nearly double the average gain without Khan Academy.

ACT

- To register for ACT Tests students should go to: www.act.org Used for college entrance and Bright Futures qualifications.

FAFSA (Free Application for Federal Student Aid)

- Financial Aid, Pell Grants and Student Loans
- https://studentaid.gov/h/apply-for-aid/fafsa

Local Community Scholarships

- Scholarship applications become available on the MHS website from *January through April of student's senior year.*
- Community Scholarships are awarded on Class Night, before Graduation.
- For more information visit the website or contact the school counselor.
- Go to https://www.keysschools.com/o/mmhs
- Select "*CCAPS Scholarship Opportunities*" under the "*For Students*" tab.

Parents FOCUS Portal Registration

- A tool designed to enhance communication and involvement for you in your child's education
- Allows you to monitor your child's progress in school by providing real time access to attendance, grades, and state tests results.
- To register for a FOCUS account go to www.keysschools.com , select the *Resources* tab, then the *For Parents* tab.

MHS Senior information

- https://www.keysschools.com/o/mmhs
- Select the *For Students* tab
- Select the *Information for students* tab.

High School Graduation Requirements - www.fldoe.org

Post Secondary (After Graduation) Planning

- FloridaShines (https://www.floridashines.org/) provides an array of academic advising, career readiness and online learning resources for students and parents. These state-funded academic advising services make it easy for high school students to prepare for college or a career after graduation by enabling them to evaluate their progress toward high school graduation, college and career readiness and Bright Futures scholarship eligibility. In addition, they can explore Florida's college and university offerings (both traditional and online programs), learn about financial aid and apply for admission. Dual enrolled high school students and those in accelerated education programs can even access online library resources used within Florida's colleges and universities.

CLASS RANKING & GRADING

Middle School Grading

Courses are yearlong with the final grade calculated as follows: each quarter grade is worth 25%.

High School Grading

Semester Courses: Two quarters, each one is worth 40% and the semester final is worth 20%.
Courses with an End of Course Exam (EOC): Four quarters, each one is worth 17.5% and the EOC is worth 30%.

Class rank is determined by calculating the ***weighted*** grade point average of each student counting all classes taken. Academic honors will be recognized according to the following scale.

Academic Honor	Weighted GPA
Summa Cum Laude	Greater than or equal to 4.50
Magna Cum Laude	Greater than or equal to 4.25
Cum Laude	Greater than or equal to 4.0

For Valedictorian and Salutatorian criteria, please refer to the Monroe County School District Student Progression Plan.

GPAs are calculated using the "quality points" earned from receiving a semester grade in a course. Honors, Advanced Placement (AP), Dual Enrollment (DE), and Level 3 courses (indicated in this curriculum guide as ***weighted***) receive weighted quality points as follows. Since course credit is awarded using HALF credits*, the number of quality points earned is one-half the traditional amount awarded (A = 4, B = 3, C = 2, D = 1, F = 0). *Courses with an EOC exam are awarded 1 full credit at the end of the school year.

Letter Grade Earned (Semester Course)	Credit issued	Level 1 and Level 2 course Quality Points earned	Honors and Level 3 Quality Points earned	AP, AICE, & DE Quality Points earned
A	0.5	2	2.25	2.5
B	0.5	1.5	1.75	2
C	0.5	1	1.25	1.5
D	0.5	0.5	0.75	1
F	0.0	0	0	0

The total quality points earned divided by the number of credits attempted yields the Grade Point Average. The total weighted quality points earned divided by the number of credits attempted yields the weighted Grade Point Average.

Sample Student Schedule	Grade	Credit Attempted	Quality Points Earned	Weighted Quality Points Earned
English 2	B	0.5	1.5	1.5
AP World History	A	0.5	2	2.5
Algebra II Honors	C	0.5	1	1.25
AP Biology	C	0.5	1	1.50
HOPE	A	0.5	2	2
Digital Video 2	B	0.5	1.5	1.5
Team Sports 1	A	0.5	2	2
	Totals:	3.5	11	12.25
			11 ÷ 3.5 = 3.14	12.25 ÷ 3.5 = 3.5
			Semester GPA = 3.14	**Semester Weighted GPA = 3.50**

It is important to understand that GPA accumulates over time. As time goes on it is more difficult to change the GPA with a single marking period's performance. Since things like graduation, off campus privileges, athletic eligibility, scholarship opportunities, etc. all depend upon the student's GPA ***it is important to build the GPA with good grades early in high school.***



IMPORTANT NOTE ON COURSE OFFERINGS

Elective courses listed in this guide are not guaranteed to be offered. All elective courses depend on both sufficient numbers of students requesting the course and the availability of certified instructors to teach the courses. For this reason students must be prepared to take any of their elective choices.

LANGUAGE ARTS

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2 (COLLEGE READY)
6TH GRADE	M/J LANGUAGE ARTS 1 ***OR*** M/J ESOL LANGUAGE ARTS 1	M/J LANGUAGE ARTS 1 ADV
7TH GRADE	M/J LANGUAGE ARTS 2 ***OR*** M/J ESOL LANGUAGE ARTS 2	M/J LANGUAGE ARTS 2 ADV
8TH GRADE	M/J LANGUAGE ARTS 3 ***OR*** M/J ESOL LANGUAGE ARTS 3	M/J LANGUAGE ARTS 3 ADV
9TH GRADE	ENGLISH 1 ***OR*** ENGLISH 1 THROUGH ESOL	ENGLISH 1 HONORS OR AICE GENERAL PAPERS
10TH GRADE	ENGLISH 2 ***OR*** ENGLISH 2 THROUGH ESOL	ENGLISH 2 HONORS OR AICE GENERAL PAPERS
11TH GRADE	ENGLISH 3 ***OR*** ENGLISH 3 THROUGH ESOL	AP LANGUAGE AND COMPOSITION **OR** DE COMPOSITION 1 & 2
12TH GRADE	ENGLISH 4 ***OR*** ENGLISH 4 THROUGH ESOL	AP LITERATURE AND COMPOSITION **OR** DE COMPOSITION 1 & 2

The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance. These factors can allow students to move from one potential sequence to another.

Middle School

M/J Language Arts 1 /ADV Yearlong
1001010 /1001020 Grade 6

The purpose of this course is to provide grade 6 students with texts of appropriate complexity and integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation. The content should include, but not be limited to, the following:

- active reading of varied texts as well as identifying logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

M/J Language Arts 2 /ADV Yearlong
1001040 / 1001050 Grade 7

The purpose of this course is to provide grade 7 students, with texts of appropriate complexity and integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation. The content should include, but not be limited to, the following:

- active reading of varied texts as well as identifying logical inferences
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions



M/J Language Arts 3 /ADV Yearlong
1001070 / 1001080 Grade 8

The purpose of this course is to provide grade 8 students, with texts of appropriate complexity and integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation. The content should include, but not be limited to, the following:

- active reading of varied texts as well as identifying the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions



High School

English 1 2 semesters
1001310 Grade 9

The purpose of this course is to provide English 1 students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

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

- active reading of varied texts
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

English Honors 1 2 semesters
1001320 (*Weighted)* Grade 9

The purpose of this course is to provide grade 9 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:** Academic rigor is more than simply assigning to students a greater quantity of work. 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. A strong emphasis on the components of reading writing, listening, and speaking will enable students to be college and career ready.

English 2 2 semesters
1001340 Grade 10

The purpose of this course is to provide English 2 students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

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

- active reading of varied texts
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

English Honors 2 2 semesters
1001350 (*Weighted)* Grade 10

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. **Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. 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. A strong emphasis on the components of reading writing, listening, and speaking will enable students to be college and career ready.



Cambridge AICE
General Papers AS Level 2 semesters
1009400 (*Weighted)* Grades 9/10

This course develops students' ability to think critically and express themselves clearly in written English. Through the study of contemporary global issues, including social, cultural, economic, and scientific topics—students learn to construct well-reasoned arguments, evaluate diverse perspectives, and analyze information from various sources. The course emphasizes persuasive writing, structured argumentation, and critical thinking skills essential for higher education and effective citizenship.

***Note**: Successful completion of this course and a passing score on the exam are required to complete the Cambridge AICE Diploma.*

English 3 2 semesters
1001370 Grade 11

The purpose of this course is to provide grade 11 students with integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

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

- active reading of varied texts
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

Advanced Placement English Language and Composition 2 semesters
1001420 (*Weighted)* Grade 11

In this course the student develops an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones.

***Note**: It is strongly recommended for enrollment in these ACCELERATED courses that the student has a minimum cumulative G.P.A. of 3.0 and the current English teacher's*

recommendation. Success is dependent upon completing summer reading, strong study skills, a genuine enjoyment of reading and writing, a desire to explore ideas in depth, self-motivation, and excellent attendance.

***Note**: It is required that the students take the Advanced Placement examination. Successful completion of this course and scoring a 3, 4, or 5 on the AP exam may yield college credit (determined by admitting university).*

English 4 2 semesters
1001400 Grade 12

The purpose of this course is to provide grade 12 students with integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness

The content should include, but not be limited to, the following: active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, and collaboration amongst peers.

Advanced Placement English Literature and Composition 2 semesters
1001430 (*Weighted)* Grade 12

In this course students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experiences.

***Note**: It is strongly recommended for enrollment in ACCELERATED courses that the student has a minimum cumulative G.P.A. of 3.0 and the current English teacher's recommendation. Success is dependent upon completing summer reading, strong study skills, a genuine enjoyment of reading and writing, and a desire to explore ideas in depth, self-motivation, and excellent attendance.*

***Note**: It is required that the students take the Advanced Placement examination in English Literature and Composition.*

***Note**: Successful completion of this course and scoring a 3, 4, or 5 on the AP exam may yield college credit (determined by admitting university).*

DE Composition 1 1 semester
ENC1101 (*Weighted)* Grades 11-12

ENC 1101 is a course that emphasizes accepted standards and techniques of expository writing, logical thinking, and reading with literal and critical comprehension. Students are expected to write coherent, unified prose, develop a thesis statement, arrange main ideas and supporting details and use effective vocabulary, conventional sentence structure, and standard American English grammar and usage.

Must have acceptable ACT, SAT, or PERT test scores.

***Note**: It is strongly recommended for enrollment in ACCELERATED college courses that the student has a minimum cumulative G.P.A. of 3.0 and the current English teacher's recommendation. Success is dependent upon strong study skills, a genuine enjoyment of reading and writing, desire to explore ideas in depth, self-motivation, and excellent attendance.*

***Note**: The grade a student earns in a DE course becomes part of the student's high school transcript as well as the student's college transcript. It is very important that students considering DE Composition understand this.*

DE Composition 2 1 semester
ENC1102 (*Weighted)* Grades 11-12

DE Composition 1 (ENC1101) is a prerequisite. Expository writing based upon the close reading and study of selected examples from fiction, poetry, and drama. The course emphasizes oral and written analytical interpretations which include recognition of the traditional techniques, forms, and rhetorical devices used by writers of fiction and non-fiction. The course also serves as an introduction to literature and analytical writing. Includes a 6,000-word writing requirement.

***Note**: It is strongly recommended for enrollment in ACCELERATED college courses that the student has a minimum cumulative G.P.A. of 3.0 and the current English teacher's recommendation. Success is dependent upon strong study skills, genuine enjoyment of reading and writing, desire to explore ideas in depth, self-motivation, and excellent attendance.*

***Note**: The grade a student earns in a DE course become part of the student's high school transcript as well as the student's college transcript. It is very important that students considering DE Composition understand this.*

English 1 through ESOL 2 semesters
1002300 Grade 9
English 2 through ESOL 2 semesters
1002310 Grade 10
English 3 through ESOL 2 semesters
1002320 Grade 11
English 4 through ESOL 2 semesters
1002520 Grade 12



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

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

- analysis of literature and informational texts from varied literary periods to examine text craft and structure, elements of literature
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

MATHEMATICS

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2	COURSE SEQUENCE 3	COURSE SEQUENCE 4 (COLLEGE PREP)
6TH GRADE	M/J GRADE 6 MATH	M/J GRADE 6 MATH	M/J GRADE 6 MATH	M/J GRADE 6 MATH ACCEL
7TH GRADE	M/J GRADE 7 MATH	M/J GRADE 7 MATH	M/J GRADE 7 MATH	M/J GRADE 7 MATH ACCEL
8TH GRADE	M/J GRADE 8 PRE- ALGEBRA	M/J GRADE 8 PRE- ALGEBRA	M/J GRADE 8 PRE- ALGEBRA	ALGEBRA 1 HONORS W/EOC
9TH GRADE	ALGEBRA 1 W/ EOC	ALGEBRA 1 W/ EOC	ALGEBRA 1 HONORS W/ EOC	GEOMETRY HONORS W/ EOC
10TH GRADE	GEOMETRY W/ EOC	GEOMETRY W/ EOC	GEOMETRY HONORS W/ EOC	ALGEBRA 2 HONORS
11TH GRADE	MATH FOR DATA & FINANCIAL LITERACY	ALGEBRA 2	ALGEBRA 2 HONORS	AP CALCULUS AB OR BC OR AP STATISTICS OR DE COLLEGE ALGEBRA AND/OR DE PRE-CALCULUS
12TH GRADE	MATH FOR COLLEGE STATISTICS	MATH FOR DATA & FINANCIAL LITERACY OR MATH FOR COLLEGE STATISTICS	AP CALCULUS AB OR BC OR AP STATISTICS OR DE COLLEGE ALGEBRA AND/OR DE PRE-CALCULUS	

The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance. These factors can allow students to move from one potential sequence to another.

Middle School

M/J Grade 6 Mathematics/Accelerated Yearlong
1205010 /1205020 Grade 6

In grade 6, instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking.

M/J Grade 7 Mathematics /Accelerated Yearlong
1205040 /1205050 Grade 7

In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.

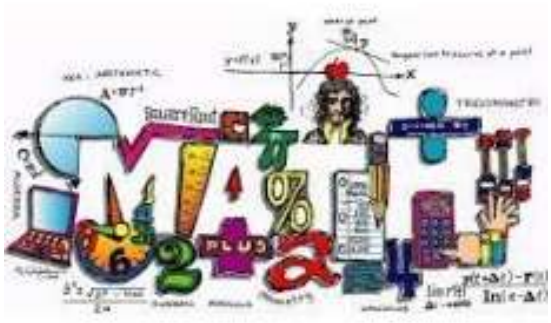
M/J Grade 8 Pre-Algebra Yearlong
1205070 Grade 8

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.

Algebra 1 Honors Yearlong
1200330 (*Weighted*) Grade 8 or 9

Prerequisites: Accelerated 7th grade math or Teacher recommendation for 8th grade students w/ appropriate score on F.A.S.T. Math Exam

Algebra I Honors includes a rigorous, in-depth study of all the topics included in Alg. I as well as the following: binomial theorem; solving radical and rational equations; systems of nonlinear functions; inverse functions; deeper exploration of arithmetic and geometric sequences and series. Additionally, students will work on test-taking skills and problem-solving techniques to prepare for the End of Course Exam (EOC). Algebra I or its equivalent is required for high school graduation.



High School

Algebra 1 Honors Yearlong
1200330 (*Weighted)* Grade 9
Prerequisites: Teacher recommendation w/ appropriate score on F.A.S.T. Math Exam

Algebra I Honors includes a rigorous, in-depth study of all the topics included in Alg. I as well as the following: binomial theorem; solving radical and rational equations; systems of nonlinear functions; inverse functions; deeper exploration of arithmetic and geometric sequences and series. Additionally, students will work on test-taking skills and problem-solving techniques to prepare for the End of Course Exam (EOC). Algebra I or its equivalent is required for high school graduation.



Algebra 1 Yearlong
1200310 Grade 9

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This course of study will include order of operations with real numbers, solving equations and inequalities, graphing and solving linear systems of equations, polynomials, factoring, quadratics and problem-solving techniques. Additionally, students will work on test-taking skills and problem-solving techniques to prepare for the End of Course Exam (EOC).

Geometry Yearlong
1206310 Grades 9-12
Prerequisite: Algebra I

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.



Geometry Honors Yearlong
1206320 (*Weighted)* Grades 9-12
Prerequisite: Algebra I Honors or Teacher recommendation

Geometry Honors is designed for the serious academic student with above average algebra skills. This course is intended for the student who plans on taking higher math courses. Geometry Honors emphasizes the traditional Euclidean approach with concentration on proofs and logical structure. This honors course will emphasize and develop higher level thinking skills.

Mathematics for Data and Financial Literacy 2 Semesters
1200384 Grades 10-12

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas:

1. Extending knowledge of rations, 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.
5. Extending knowledge of data analysis to create and evaluate reports and to make predictions.

Algebra 2 2 Semesters
1200330 Grades 10-12

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, continue to expand and hone their abilities to model situations, and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Algebra 2 Honors 2 Semesters
1200340 (*Weighted)* Grades 10-12
Prerequisite: Geometry Honors or Teacher recommendation

This course includes a rigorous, in-depth study of all Algebra II topics. Students will be expected to have a solid understanding of topics previously studied in Algebra I. Topics studied in Algebra II include but are not limited to the following: piecewise functions; binomial expansion theorem; discontinuities; asymptotic behavior in rational graphs; non-linear systems of equations; trigonometric functions, sequences and series; conditional probability; normal distributions; introductory inference and margin of error.



Mathematics for College Statistics 2 Semesters
1210305 – (not weighted) Grades 10-12

In Mathematics for College Statistics, instructional time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies.

AP Pre-Calculus 2 Semesters
1202340 (*Weighted)* Grades 11-12

The purpose of this course is to emphasize the study of functions and skills necessary for the study of calculus. Topics shall include trigonometric functions, theory of limits, conic sections, and an in-depth study of polynomial and rational functions.

AP Calculus 2 Semesters
AB 1202310 (*Weighted*) Grades 11-12
BC 1202320 (Weighted) Grade 12

Prerequisite: Pre-Calculus

AB provides study of elementary functions and the general theory and techniques of calculus. The content includes material determined by Advanced Placement Calculus AB. AP Calculus AB is roughly equivalent to first Semester college calculus devoted to topics in differential and integral calculus. BC is an extension of Calculus AB, including topics commonly covered in second semester college calculus such as parametric and vector-valued functions, polar equations, improper integrals, integration by parts, and sequences and series.

AP Statistics 2 Semesters
1210320 *(Weighted)* Grades 10-12

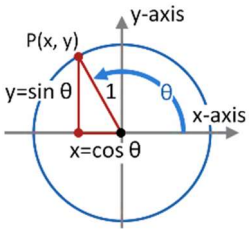
Prerequisite: Algebra II

The AP Statistics course is an introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. *Prerequisite: Algebra 2*

FACT College Algebra 2 Semesters
1200550 *(Weighted)* Grades 11-12

Prerequisite: Algebra II

The Florida Advanced Course and Test (FACT) College Algebra is a high school course designed to prepare students for college-level mathematics and earn college credit (MAC X105) by mastering functions (linear, quadratic, polynomial, exponential, logarithmic, rational, and radical), solving complex equations, and applying these concepts to real-world modeling. It aligns with Florida's B.E.S.T. Standards and serves as a pathway for calculus. *Prerequisite: Algebra 2*



SCIENCES

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2	COURSE SEQUENCE 3
6TH GRADE	M/J EARTH SPACE	M/J EARTH SPACE ADV	M/J EARTH SPACE ADV
7TH GRADE	M/J LIFE SCIENCE	M/J LIFE SCIENCE ADV	M/J LIFE SCIENCE ADV
8TH GRADE	M/J PHYSICAL SCIENCE	PHYSICAL SCIENCE HONORS (HIGH SCHOOL COURSE)	PHYSICAL SCIENCE HONORS (HIGH SCHOOL COURSE)
9TH GRADE	ENVIRONMENTAL SCIENCE	ENVIRONMENTAL SCIENCE HONORS	BIOLOGY HONORS
10TH GRADE	BIOLOGY	BIOLOGY HONORS	CHEMISTRY HONORS
11TH GRADE	CHEMISTRY	CHEMISTRY HONORS	AP BIOLOGY; AP CHEMISTRY; AP PHYSICS
12TH GRADE	PHYSICS	AP BIOLOGY; AP CHEMISTRY; AP PHYSICS; AP ENVIRONMENTAL SCIENCE	AP BIOLOGY; AP CHEMISTRY; AP PHYSICS; AP ENVIRONMENTAL SCIENCE

Students can take more than one science course each year. Additional science courses will take the place of electives in students' schedules.

Middle School

M/J Earth Space / ADV Yearlong
2001010/ 2001020 Grade 6
This course is an introductory study of earth, space, water, the atmosphere and the processes that have affected their formation and change over time at a middle school level. 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.

M/J Life Science / ADV Yearlong
2000010/ 2000020 Grade 7
The purpose of this course is to provide students with general exploration experiences and activities in the concepts of life and organisms – such as microorganisms, plants, and animals including human beings. Laboratory investigations 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.



M/J Physical Science Yearlong
2003010 Grade 8
This course explores sciences concerned with nonliving matter, energy, and the physical properties of the universe, such as physics, chemistry, astronomy, and geology. Laboratory investigations 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.

Physical Science Honors (high school course) 2 semesters
2003320 (*Weighted)* Grade 8
While the content focus of this course is consistent with the Physical Science 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.

High School

Environmental Science 2 semesters
2001340 Grade 9
Environmental science is an interdisciplinary science course that integrates physical, biological and information sciences (including biology, earth science, physics and chemistry) to the study of environmental problems in our world today. This course will survey some of the many environmental science topics at an introductory level, ultimately considering the sustainability of human activities on the planet. The intent of this course is to enrich the lives of students through knowledge and awareness of our surroundings. This course counts as 1 of the 2 EQ science credits.

Environmental Science Honors 2 semesters
2001341 (*Weighted)* Grade 9
Environmental science is an interdisciplinary science course that integrates physical, biological and information sciences (including biology, earth science, physics and chemistry) to the study of environmental problems in our world today. This course will survey some of the many environmental science topics at an introductory level, ultimately considering the sustainability of human activities on the planet. The intent of this course is to enrich the lives of students through knowledge and awareness of our surroundings. This course counts as 1 of the 2 EQ science credits.

Biology 1 Yearlong
2000310 Grade 10

The purpose of this course is to provide students with general exploration experiences and activities in the concepts of biology. The content will include, but not be limited to, scientific method, scientific measurement, laboratory safety and use of apparatus, biochemistry, cell biology, basic principles of genetics, biological changes through time, survey of the organisms in the five kingdoms, microbiology, structure and function of the human body, global and local ecology, and the interaction of biology with technology and society.

- *Students will be expected to complete laboratory investigations which include research, data collection and analysis, and making conclusions drawn from their investigations*

Biology 1 Honors Yearlong
2000320 (*Weighted)* Grades 9-10

The purpose of this rigorous, academic course is to provide students with advanced exploration experiences and activities in the concepts of life. The content will include, but not be limited to, scientific method, scientific measurement, laboratory safety and use of apparatus, cell biology, biochemistry, respiration, and photosynthesis, cell reproduction, basic principles of genetics, biological changes through time, classification and taxonomy, microbiology, structure and function of the human body, ecological relationships, and experimental research and design.

- *Students will be expected to complete laboratory investigations which include research, data collection and analysis, and making conclusions drawn from their investigations*
- *Students will be expected to maintain a well-organized notebook*

Chemistry 1 2 semesters
2003340 Grades 10-12
Pre/Co-requisite: Algebra II

The purpose of this course is to provide students with a quantitative investigative study of the introductory concepts of chemistry. Laboratory activities in cooperative groups will be used to study the properties of matter and energy and their interactions and relevance to everyday surroundings and events.

- *A strong mathematical background which includes the successful completion of Algebra I and Geometry, and enrollment in Algebra II, is strongly recommended*
- *Students are expected to maintain a notebook*

Chemistry 1 Honors 2 semesters
2003350 (*Weighted)* Grades 10-12

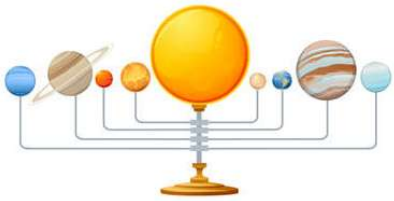
The purpose of this laboratory course is to provide students with rigorous study of the composition, properties, and changes associated with matter. The content will include, but not be limited to, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, reaction rates and equilibrium, solutions, acids, bases, salts, electrochemistry, thermodynamics, and organic chemistry. All areas of study will involve laboratory investigations where lab techniques and writing lab reports will be emphasized.

Marine Science 1 Yearlong
2002500 Grades 9-12

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 high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) 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 high 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 (National Research Council, 2006, p.77; NSTA, 2007)

Astronomy Solar/Galactic Honors 2 semesters
2001350 Grades 9-12

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 high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) 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 high 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 (National Research Council, 2006, p.77; NSTA, 2007).



Physics 1 2 semesters
2003380 Grades 11-12

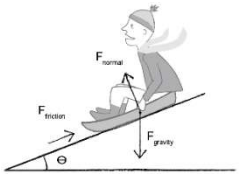
An introduction to high school physics to include force, energy, sound, light, magnetism, electricity. All areas will involve some problem solving, laboratory investigations, and projects.

***Note**: A strong mathematical background, which includes successful completion of geometry, is strongly recommended.*

Advanced Placement Physics 1 2 semesters
2003421 (*Weighted)* Grades 11-12

This advanced placement course is focused on the big ideas of physics. Through inquiry-based learning, students will develop critical thinking and reasoning skills in topics such as kinematics, Newton's laws, circular motion and universal gravitational, simple harmonic motion, momentum, energy and energy conservation, electrostatics, and mechanical waves.

***Note**: It is required that students take the Advanced Placement examination. Successful completion of this course and making the minimum score on the AP exam will yield college credit (determined by admitting university).*



Anatomy and Physiology Honors 2 Semesters
2000360 Grade 10-12

The course focuses on a few themes that, when taken together, provide a full view of what the human body is capable of and of the exciting processes going on inside of it. The themes are:

- Structure and function of the body, and the connection between the two.
- Homeostasis, the body's natural tendency to maintain a stable internal environment.
- Levels of Organization, the major levels of organization in the human organism from the chemical and cellular levels to the tissues, organs and organ systems.
- Integration of Systems, concerning which systems are subsets of larger systems, and how they function together in harmony and conflict.

Advanced Placement
Environmental Science (Elective course) 2 semesters
2001380 (*Weighted)* Grades 11-12

Prerequisite: Biology 1
Co-requisite: Chemistry 1

This is a lab course investigating 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 and/or preventing them. Students will be expected to complete laboratory investigations which include research, data collection and analysis, and making conclusions drawn from their investigations

***Note**: It is required that the students take the Advanced Placement examination. Successful completion of this course and making the minimum score on the AP exam will yield college credit (determined by admitting university).*

***Note**: AP Environmental Science and AP Biology may be offered in alternating school years.*

Advanced Placement Biology 2 semesters
2000340 (*Weighted)* Grades 11-12

Prerequisite: Biology 1
Co-requisite: Chemistry 1

The purpose of this course is to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The primary emphasis of this course will be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics in biology; and an application of biological knowledge and critical thinking to environmental and social concerns.

Content will include, but not be limited to:

- *Molecules and cells*
- *Biochemistry*
- *Cellular energetics*
- *Molecular genetics*
- *Diversity of organisms*
- *Ecology*



***Note**: It is required that the students take the Advanced Placement examination. Successful completion of this course and scoring 3, 4, or 5 on the AP exam may yield college credit (determined by admitting university).*

***Note**: AP Environmental Science and AP Biology may be offered in alternating school years.*

Cambridge AICE Marine Science AS 2 semesters
2002515 (*Weighted)* Grades 11-12

Cambridge International AS Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The course focuses on the scientific study of the sea and its ecosystems, emphasizing the understanding of concepts and the application of ideas to new contexts. Students will explore the physical, chemical, and biological processes that occur in the marine environment, as well as the impacts of human activities on the ocean. This course is designed to develop practical and theoretical skills, fostering critical thinking, problem-solving, and analytical capabilities, making it ideal for students interested in marine biology, environmental science, or related fields.

***Note**: Successful completion of this course and a passing score on the exam are required to complete the Cambridge AICE Diploma.*

SOCIAL STUDIES

GRADE	COURSE SEQUENCE 1	COURSE SEQUENCE 2
6TH GRADE	M/J US HISTORY	M/J US HISTORY ADV
7TH GRADE	M/J CIVICS	M/J CIVICS ADV
8TH GRADE	M/J WORLD HISTORY	M/J WORLD HISTORY ADV
9TH GRADE	FRESHMAN SEMINAR (REQUIRED ELECTIVE) PERSONAL FINANCE & MONEY MANAGEMENT	AP HUMAN GEOGRAPHY PERSONAL FINANCE & MONEY MANAGEMENT HONORS
10TH GRADE	WORLD HISTORY	AP WORLD HISTORY
11TH GRADE	UNITED STATES HISTORY PERSONAL FINANCE & MONEY MANAGEMENT	AP UNITED STATES HISTORY HONORS PERSONAL FINANCE & MONEY MANAGEMENT HONORS
12TH GRADE	ECONOMICS / AMERICAN GOVERNMENT	ECONOMICS HONORS / AP AMERICAN GOVERNMENT AND POLITICS

The table above represents common sequences of courses for many students. The sequence an actual student takes depends on many factors including teacher recommendations, standardized test data, and classroom performance. These factors can allow students to move from one potential sequence to another.

Middle School

M/J United States History Year long
2100010/2100020 ADV Grade 6
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.



M/J Civics/ ADV Year long
2106010/2106020 Grade 7
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.

M/J World History/ADV Year long
2109010/2109020 Grade 8
This course was moved to 8th grade in 2019/2020
The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.



High School

Personal Finance and Money Management 1 Semester
2102371 Grade 9 or 11
The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to make sound personal finance decisions; to become wise, successful, and informed consumers, savers, borrowers, investors, risk managers, and future employees or employers; and to be participating and informed members of the global economy.

Advanced Placement Human Geography 2 semesters
2103400 (*Weighted*) Grades 9-12
Grade 9 honors track course
This course will provide a survey of world patterns of culture, such as population, language, religion, urban and rural settlement, and their relationships. The course will emphasize the global diversity of world cultures, contrasting worldviews and the issues raised.
***Note**: It is required that students take the advanced placement examination in Human Geography.*
Successful completion of this course and scoring a 3, 4, or 5 on the AP exam may yield college credit (determined by admitting university).



World History 2 semesters
2109310 Grade 10
The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school

course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century.

Advanced Placement World History 2 semesters
2109420 (*Weighted)* Grades 10-12

The AP World History course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present:

- Technological and Environmental Transformations (c. 600 BCE)
- Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)
- Regional and Trans-regional Interactions (c. 600 CE to c. 1450)
- Global Interactions (c. 1450 to c. 1750)
- Industrialization and Global Integration (c. 1750 to c. 1900)
- Accelerating Global Change and Realignments (c. 1900 to the Present)

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.
Students participating in this course should expect extensive reading and writing at an advanced academic level.

***Note**: It is required that students take the Advanced Placement examination in World History.*
Successful completion of this course and scoring a 3, 4, or 5 on the AP exam may yield college credit (determined by admitting university).

Cambridge AICE Global Perspectives Year Long
1700364 Grades 10-12

This course develops critical thinking, research, and collaborative skills through the analysis of global issues, preparing students for university-level studies. Students follow a "Critical Path" approach—deconstructing arguments, evaluating perspectives, and reflecting on evidence—to explore topics like technology, environment, and politics. The course is assessed through a written exam, a 1,750–2,000 word essay, and a team project with a presentation.

***Note**: It is required that students take the Cambridge AICE examination in Global Perspectives. Successful completion of this course and a passing score on the exam is required to earn an Cambridge AICE Diploma.*

United States History Year Long
2100310 Grade 11

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. Students are required to take an End of Course (EOC) Exam.

United States History Honors Year Long
2100320 (*Weighted)* Grade 11

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. Students are required to take an End of Course (EOC) Exam.

AP United States History Year Long
2100330 (*Weighted)* Grade 11

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

***Note**: It is required that students take the advanced placement examination in United States History.*
Successful completion of this course and scoring a 3, 4, or 5 on the AP exam may yield college credit (determined by admitting university).

•Blocked *Course* •

Economics 1 semester
2102310 Grade 12
United States Government 1 semester
2106310 Grade 12

Economics: The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content will 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.
United States Government: The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society.

•*Blocked Course*•

AP United States Government 1 semester
2106420 (*Weighted)* Grade 12
Economics Honors 1 semester
2102320 (*Weighted)* Grade 12

AP United States Government: The purpose of this class is to give students a critical perspective on politics and

government in the United States. This course involves the study of the general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. ***Note**: It is required that students take the Advanced Placement United States Government examination. Successful completion of this course and scoring a 3, 4, or 5 on the AP exam may yield college credit (determined by admitting university).*

Economics Honors: The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content will 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.

Middle School Electives

Middle School Required Electives

ALL middle school students are enrolled in AICE Cambridge Global Perspectives Lower Secondary, Critical Thinking, Intensive Reading, or AVID depending on F.A.S.T. ELA Reading test scores, teacher recommendation, and acceptance of application to AVID.

M/J AVID 6-8 Yearlong
1700110/1700120/1200130 Grades 6-8

Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID 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 success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

AVID
Decades of College Dreams

M/J Critical Thinking, Problem Solving, & Leaning Yearlong
1700100 Grades 6-8

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. The content should include, but not be limited to strategies for oral and written communication; critical-thinking operations, processes, and enabling skills; problem-solving skills and strategies; and strategies for linking new information with prior knowledge

M/J Cambridge AICE Global Perspectives 1, 2, & 3 Yearlong
1700200 / 1700210/ 1700220 Grades 6-8

This course is an interdisciplinary program designed to develop students into confident, responsible, and reflective global citizens. Through the exploration of real-world issues at local, national, and global levels, students learn to research information from multiple sources, evaluate perspectives and evidence, and communicate their ideas clearly and respectively. The course emphasizes critical thinking, collaboration, and problem solving.

M/J Intensive Reading 1, 2, & 3 Yearlong
1000010 / 1000012/ 1000014 Grades 6-8

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity.

M/J Research Yearlong
1700000 / 1700010/ 1700020 Grades 6-8

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

M/J Foundational Skills in Mathematics 6-8 Yearlong
1200400 **G**rades 6-8

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each student's needs.

Middle School General Electives

M/J Band 1-3 Yearlong
1302000/ 1302010/ 1302020 Grades 6-8

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances 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 Chorus 1-3 Yearlong
1303000/ 1200130/ 1303020 Grades 6-8

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances 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.

M/J Exploring 2-D Art 2 Semesters
0101005 Grades 6-8

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

M/J VISUAL ART 1 2 Semesters
0101100

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

M/J Fundamental of Culinary Careers 2 Semesters
8809200 Grade 8

This course includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

M/J Information and Communications Technology (ICT) Essentials 2 semesters
9009110 Grades 6-8

The purpose of this course is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming.

M/J Beginning Spanish Yearlong
0708000 Grades 6-8

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



M/J Intermediate Spanish Yearlong
0708010 Grades 6-8

M/J Intermediate Spanish is a continuation of M/J Beginning Spanish. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this one-year course.

•*Blocked* Course •
PE may be blocked with another semester course

M/J Physical Fitness 2 semesters
1508000/ 1508200/ 1508500 Grades 6-8

The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.



M/J STEM Environmental Science **Yearlong**
2002200 **Grade 6-8**

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. M/J STEM Environment Science includes an integration of standards from science, mathematics, and English/language arts (ELA) through the application to STEM problem solving using physical science knowledge and science and engineering practices.

M/J Exploration of Production Technology 2 semesters
M/J Exploration of Aerospace Technology Grades 6-8
M/J Exploration of Exploration of Robotics Technology
8600050/8600050/8600060

Explore educational and training requirements as related to various production areas, aerospace, and robotic careers. Explore and work with computer coding as applicable to each course. These above are Project Lead the Way (PLTW) courses.

M/J Theatre 1, 2, & 3 **Yearlong**
0400000 0400010 0400020 **Grades 6-8**

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. 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. 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.

High School Electives

Academic Electives

Intensive Reading 1-4 Multiple
1000412 – 9th grade Grades 9-12
1000414 – 10th grade
1000416 – 11th grade
1000418 – 12th Grade

The course emphasizes reading comprehension and vocabulary skills using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts.

Foundational Skills in Math 9-12 Multiple
1200400 Grades 9-12

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.

Mathematics for ACT and SAT 1 Semester
1209315 Grades 9-12

In Mathematics for ACT and SAT, instructional time will emphasize six areas:

1. Extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships.
2. Developing understanding of the complex number system, including complex numbers as roots of polynomial equations.
3. Extending knowledge of ratios, proportions and functions to data and financial contexts.
4. Solve problems involving univariate and bivariate data and make inferences from collected data.
5. Relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry.
6. Graph and apply trigonometric relations and functions.

Advanced Placement

Students taking Advanced Placement (AP) courses should be prepared for rigorous curriculum demands.
Students are expected to take the AP exam at the end of the year.

AP Human Geography	**AP Environmental Science**
AP World History	**AP Chemistry**
AP Government	**AP Physics**
AP Language	**AP Calculus AB and BC**
AP Literature	**AP Statistics**
AP Spanish and Culture	**AP Biology**
AP Studio Art/2-D	**AP Studio Art/3-D**
AP Music Theory	**AP Psychology**
AP Computer Science Principles	**AP Seminar**

Advanced Placement Computer Science Principles
1202320 (weighted) Grades 10-12

Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

Advanced Placement Psychology Yearlong
2107350 (weighted) Grades 10-12

This course introduces students to the scientific study of behavior and experience, covering four core approaches: biological, cognitive, learning, and social. Through analyzing 12 key studies, students explore research methods, ethical issues, and debates like nature vs. nurture. This course develops critical thinking, enabling learners to evaluate research, understand human behavior, and apply psychological insights to contemporary issues.

***Note**: Successful completion of this course and making the minimum score on the AP exam may yield college credit (determined by admitting university).*

Advanced Placement Seminar Yearlong
2100330 (weighted) Grades 10-12

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

Cambridge AICE Diploma Pathway

Cambridge Assessment International Education

Students taking Cambridge AICE courses should be prepared for rigorous curriculum demands.
Students are expected to take the AICE exam at the end of the year.

AICE Diploma Requirements: Achieve a minimum of seven points/credits by passing the exam with at least one course coming from each curriculum group. Global Perspectives is required. Students who earn the Cambridge AICE diploma and meet other requirements outlined on pages 11 and 12 are eligible for Bright Futures.

Group A Math & Science	**Group B** Languages	**Group C** Arts & Humanities	**Group D** Interdisciplinary Skills & Research Studies
Marine Science	English Language	Drama	English General Paper
Psychology*	Spanish Language	Psychology*	**Global Perspectives**
			Thinking Skills

*Counts in group A or C

Cambridge AICE Psychology AS Yearlong
2107360 (weighted) Grades 10-12

The AP Psychology course includes the systematic and scientific study of behavior and mental processes represented by the following topics, concepts, and key contributors to each field:

- History, Approaches, and Research Methods
- Biological Bases of Behavior / States of Consciousness
- Abnormal Behavior /Treatment of Abnormal Behavior / Social Psychology / Motivation and Emotion

***Note**: Students are expected to complete the AICE Cambridge exam at the end of the course.*

Fine/Practical Arts Electives

2-D Studio Art Yearlong
0101300 2-D Studio Art 1 Grades 9-12
0101310 2-D Studio Art 2 Grades 10-12
0101320 2-D Studio Art 3 Honors Grades 10-12

Prerequisite: proceeding 2-D Art

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate 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.

3-D Studio Art Yearlong
0101330 3-D Studio Art 1 Grades 9-12
0101310 3-D Studio Art 2 Grades 10-12
01013303-D Studio Art 3 Honors Grades 10-12

Prerequisite: 2-D Art and/or proceeding 3-D Art

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper mâché 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. Art techniques vary with course level.



AP Studio Art/2-D Yearlong
0109350 (weighted) Grades 9-12
AP Studio Art/ 3-D Yearlong
0109360 (weighted) Grades 9-12

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 three portfolios correspond to the most common college foundation courses. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. 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.

Band 1- 6 Yearlong
1302300/ 1302310/ 1302320/ 1302330 Grades 9-12

Band class provides individual, small ensemble, and large group instruction and performance experiences in wind and percussion instruments. The major emphasis of study will focus on skill development, conceptual understanding, and aesthetic appreciation needed to perform selected band literature.

- *This course will require extra rehearsals and performances beyond the school day.*
- *Activities for these classes will include concert band, festivals, evaluations, honor bands, etc.*

**** Course code depends upon level of experience – some courses above Band 4 are weighted.***



Chorus 1 - 6 Yearlong
1303300/ 1303310/ 1303320 / 1303330 Grades 9-12
This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Jazz Ensemble 1-4 Yearlong
1302500/1302510/1302520/1302530 Grades 9-12
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. Performance is also part of the curriculum.

AP Music Theory Yearlong
1300330 Grades 9-12
AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

Journalism 1-4 – DNN / Yearbook Yearlong
1006300/1006310/1006320/1006330 Grades 9-12
This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. The content includes instruction in recognizing and writing news for journalistic media; developing editorials and feature stories; the history and traditions of journalism; media law and the First Amendment in schools; and experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise.

Note: Journalism I meets the one credit Practical/Fine Arts graduation requirement



Theatre 1-4 Yearlong
0400310/0400320/0400330/0400340 Grades 9-12
This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

Technical Theatre 1-4 Yearlong
0400410/0400420/0400430/0400440 Grades 9-12
Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Physical Education Electives

***Note**: Dressing out in gym shorts, white T-shirt or school shirt and gym shoes is required for all Physical Education courses.*

H.O.P.E. 2 Semesters
1506320 Grades 9-12
Health Opportunities through Physical Education. 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, specific health education topics within this course should include, but are not limited to:

- Mental/Social Health
- Physical Activity
- Components of Physical Fitness
- Nutrition and Wellness Planning
- Diseases and Disorders
- Health Advocacy

***Note:** The HOPE course is a one (1) year physical education course which includes an integration of health education. Senate House Bill 2092 establishes criteria for exemption of the HOPE course, 1.0 credit requirement through the following waiver process: Participation in two seasons of an interscholastic sport (which excludes cheerleading) at the junior varsity and varsity level; or completion of summer school H.O.P.E. satisfies both the H.O.P.E. and online course requirements.*

•*Blocked* Course •

Team Sports 1 & 2 2 Semesters
1503350 & 1503360 Grades 9-12

This is a survey course whose purpose it is to: (a) acquire knowledge of team sports play, (b) develop skills in selected team sports, and (c) maintain and/or improve health-related fitness.

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

- Safety practices
  - Rules, terminology, and etiquette
  - History
  - Biomechanical and physiological principles
  - Techniques and strategies
  - Sportsmanship
  - Fitness activities
  - Fitness assessment
  - Consumer issues
  - Benefits of participation

Individual and Dual Sports 1, 2, & 3 2 Semesters
1502410 / 1502420 / 1502430 Grades 9-12

The purpose of these courses is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness. The content should include safety practices, rule, terminology, etiquette, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, and fitness activities.

•*Blocked* Course •

Weight Training 1 & 2 2 Semesters
1501340 & 1501350 Grades 9-12
Weight Training 3 & Power Wt. Training 2 Semesters
1501360 & 1501410 Grades 10-12
Comprehensive Fitness & Fit. Lifestyle Design 2 Semesters
1501390 & 1501310 Grades 11-12

The purpose of this series of courses is to: (a) knowledge and skills in weight training, (b) improve muscular strength and endurance, and (c) begin to enhance body image.

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

- Safety practices
- Assessment of health-related fitness
- The importance of muscular strength and endurance
- Health problems associated with inadequate levels of muscular strength and endurance
- Musculoskeletal system
- Biomechanical and physiological principles to improve and maintain muscular strength and endurance
- Assessment of basic skills
- Nutrition
- Consumer issues
- Fitness activities



World Language Electives

Note: Foreign language is not a requirement for high school graduation nor is it necessary for admission to a community college. However, four year universities require 2 consecutive years of the same foreign language for admission.

Spanish I 2 semesters
0708340 Grades 9-12

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Spanish II 2 semesters
0708350 Grades 10-12

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Spanish III Honors Yearlong
0708360 (*Weighted)* Grades 10-12

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings.

Spanish for Spanish Speakers I Year long
0709300 Grades 9-12

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar.

Spanish for Spanish Speakers 2 Yearlong
0709310 Grades 9-12

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors.

AP Spanish Lang. & Culture 2 semesters
0708400 (*Weighted)* Grades 10-12

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the

three modes of communication described in the ACTFL Performance Descriptors for Language Learners.
Students are expected to: engage in spoken and written interpersonal communication; synthesize information from a variety of authentic audio, visual, audiovisual and written resources; plan, produce, and present spoken/written communications.
***Note**: Students are expected to take the AP Exam at the end of the year.*

Cambridge AICE Spanish 2 semesters
0708583 (*Weighted)* Grades 10-12
a college-level, year-long course designed to develop high-level proficiency in speaking, listening, reading, and writing Spanish. It focuses on mastering advanced vocabulary and complex grammar structures while exploring themes like culture, health, education, and community. Students learn to express nuanced opinions, analyze texts, and communicate confidently, culminating in a Cambridge exam.
***Note**: Students are expected to take the Cambridge AICE Exam at the end of the year.*

General Electives



Freshman Seminar 1 Semester
0500500 Grade 9
The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community.

Peer Counseling 1 and 2 2 semesters
1400300 & 1400310 Grade 11
Peer Counseling 3 and 4 2 semesters
1400320 & 1400330 Grade 12
The purpose of this course is to enable students to develop knowledge and skills in communication, personal and group dynamics, and conflict resolution.

Leadership Skills Development Yearlong
2400300 Grade 9
Leadership Techniques Yearlong
2400310 Grade 10
Leadership Strategies Yearlong
2400320 Grade 11
Approaches to Leadership Yearlong
2400330 (weighted) Grade 12



The purpose of these courses is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

- *Students and their parents must sign a participation agreement identifying other expectations (such as time spent outside of the regular school day) of the leadership class*
- *This program requires students to be visible on campus and in the community.*
- *Students who do not abide by school and class rules or project an unfavorable image of Marathon High School will be removed from the program*

Executive Internship 1 and 2 Yearlong
0500300/0500310 Grade 12
The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

Driver's Education 1 semester
1900300 Grades 10-12
The purpose of this classroom course is to introduce students to the highway transportation system and to teach strategies that will develop driving knowledge related to today's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions.

Humanities 1 Honors/2 Honors 1 semester
0900305/0900315 Grades 10-12
The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500, including ancient Greece and Rome, the Byzantine empire, and medieval European society.

Philosophy 1 Honors / Honors 2 1 semester
2120910/2120915 **Grades 10-12**
The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

Psychology 1 / 2 1 semester
2107300/ 2107310 **Grades 10-12**
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.

AVID 1-4 (9th grade -12th grade) 2 semesters
1700390/ 1700400/ 1700410/ 1700420 Grades 9-11

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.

Career and Technical Education Electives

Courses within the Career and Technical Department represent a sequence of courses designed to provide a student with an in-depth experience in a field that should lead directly to employability within that particular field.



Informational Technologies Pathway

Digital Information Technology 2 Semesters
8207310 Grades 9-12

This course is designed to provide a basic overview of current information systems and trends. Emphasis is placed on fundamental computer skills and networking. 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.

All students taking the course will work towards obtaining their CompTIA ITF+ certification, which is acknowledged nationwide as an industry standard. The Florida Department of Education requires that students pass the industry certifications in order to be acknowledged as a Merit Scholar on their high school diploma, to use the certifications as a high school Science Credit, and to receive three hours of college credit from Florida colleges.

IT Systems and Apps 2 Semesters
9003430 Grades 9-12
Pre-Requisite: Computing for College and Careers OR Digital Information Technology OR Introduction to Informational Technology

This course is designed to develop basic entry-level skills required for careers in the custom imprinted merchandise industry. The content includes computer skills, layout, design, measurement activities, decision making activities, digital imaging, sublimation activities, digital embroidery activities, digital precision cutting activities, direct to garment printing activities, and sign making activities. After successful completion of Custom Promotional Layout Design students will be able to perform basic design and layout in predictable situations.

The Adobe Certified Associate (ACA) certification in Photoshop validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Photoshop enables users to animate video frames, paint and clone over multiple frames, and import and export files in a wide range of formats, engaging user experiences that create more accurate composites.

Web Technologies 2 Semesters
9003420 Grades 10-12
Pre-Requisite: IT Systems and Apps

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes entrepreneur concepts, basic supervision and management activities, portfolio development activities, and workforce development skills evaluation activities. After successful completion of Promotional Design Management the student will be able to manage small production runs of imprinted merchandise in unpredictable situations.

The Adobe Certified Associate (ACA) certification in InDesign, is aimed at those who plan careers as professional designers, printers, advertisers, or publishers. Adobe InDesign certification sets the industry standard in desktop publishing for print and digital page layout. Offering pixel-perfect control over design and typography, designers can create professional page layouts for print or digital media. With so many powerful features, Adobe certified staff tend to be more skilled in their use of InDesign than their noncertified peers.



Digital Video Technology

Digital Video Technology 1 2 Semesters
8201410 (*Weighted)* Grades 9-12
Digital Video Technology 2 2 Semesters
8201420 (*Weighted)* Grades 10-12
Digital Video Technology 3 2 Semesters
8201430 (*Weighted)* Grades 1-12
Digital Video Technology 4 2 Semesters
8201440 (*Weighted)* Grades 12



Lights! Camera! Action! Are you interested in making videos? Do you like collaborating with your peers and working in groups? In video productions which is known as Digital Video Technology, students will be introduced to the pre-production, production, and post-production process. Students will actively participate in planning, script writing, storyboarding, filming and editing videos.

All sections of digital video technology are honors courses with a 4.5 weighted GPA. Students will be eligible to earn Industry Certification in Editing Software. This course also meets the one credit practical/fine arts graduation requirement.

Honors Weight- Industry Certification – Art Requirement



Culinary Cape Academy

Culinary Arts 1 / 2 / 3/ 4 2 semesters
8800510 / 8800520 Grades 9-12
8800530 / 8800540 (weighted) Grades 11-12

This course covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain food handler training certification; safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs. In this course students will learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

Culinary Arts 1 & 2 CTE certifications:

- Food Protection Manger
- Serve Safe

Culinary Arts CTE certifications:

- ProStart 1- 2
- Certificate of Achievement



Hospitality & Tourism Pathway

Introduction to Hospitality & Tourism 2 semesters
8850110

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

Technology for Hospitality & Tourism 2 semesters
8703110

This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

Hospitality & Tourism Internship 8845130
Cooperative Education OJT 8800420
Hosp. & Tour Marketing Management 703120 (Honors)
Prerequisite required: 8703110

The Hospitality and Tourism Internship course provides students the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in the hospitality & tourism industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction.

Hospitality & Tourism Entrepreneurship 2 semesters
8703130 (Honors)
Prerequisite required (One course above)

The purpose of this course is to provide with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.

Entrepreneurship Pathway

The purpose of this program is to introduce students to the concept of entrepreneurship, provide students with the skills needed to realistically evaluate their potential as business owners, and to develop the fundamental knowledge and skills necessary to start and operate a business.

Principles of Entrepreneurship 8812110

This course provides instruction in the basic principles of entrepreneurship: the role of the entrepreneur,

entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.

Business Management and Law 8812120
Prerequisite required
This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business-related legal concepts, and characteristics of the American enterprise system.

Business Ownership 8812000
Prerequisite required
The purpose of this course is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners, and develop the fundamental knowledge and skills necessary to start and operate a business.

Engineering

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of the applications of engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

Introduction to Engineering Design 8600550
This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

Principles of Engineering 8600520
Prerequisite required: 8600550
This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

Biotechnical Engineering 8600630
Prerequisite required: 8600550 & 8600520
This course is intended to expose students to the diverse fields of biotechnology including biomedical engineering, bio-molecular genetics, bioprocess engineering, and agricultural and environmental engineering. Students will be engaged in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocesses, forensics, and bio-ethics. This course applies and concurrently develops secondary level knowledge and skills in biology, physics, technology, and mathematics.





Work, earn money and credit at the same time!

Cooperative Diversified Education-OJT 1-2 periods
8300420 Grades 11-12
This course is designed to enable each student to demonstrate job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided will develop the necessary skills. Students will leave campus and work while earning credits. The number of periods is determined by how many hours you work per week.

FIRE ACADEMY

Industry Certification Grades 11-12
8918210/ 8417171/ 8918220 /8918230
This program is designed to prepare students to evaluate medical emergencies in adults and children. Additional skills learned are as follows: CPR with AED, first aid, spinal immobilization, and victim packaging. The fire fighter program content includes orientation to the fire service, fire behavior, emergency vehicles, apparatus and equipment. Upon successful completion of this course students will receive a certificate completion of Firefighter 1, and First Responder and are encouraged to take the National Registry of First Responders exam.



* Firefighting program double blocked for grades 11-12

Fashion Marketing

Fashion Essentials **8806010**

The purpose of this course is to develop the competencies essential to fashion marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of fashion marketing and selling are also included.



Fashion Applications **8806020**

This course is designed to provide students with an in-depth study of fashion marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of fashion marketing occupations.

Fashion Marketing Management **8806030**

This course provides instruction for career sustaining level employment in the fashion industry. The content includes applied skills related to the fashion marketing functions and industries including employment skills required for success in fashion and career planning as related to the fashion industry. After successful completion of the core (Fashion Essentials and Fashion Applications) and Fashion Marketing Management, students will have met occupational completion point, data code B, Retail Manager, Fashion - SOC 41-1011.

Personal Trainer

Personal Trainer 1 **8907110**

The students will understand the most important components of physical fitness. Body composition, cardiorespiratory endurance, flexibility, muscular endurance and muscle strength will be explained and demonstrated. Physical activity, exercise and fitness terms will be clarified so that the students can describe the difference between health-related fitness and conditioning. Physical fitness training principles such as the principles of adaptation, progressive overload, specificity and program progression will be clearly defined in this section. These training principles will lead to defining what is the specificity Principle and dynamic stretching. Basic understanding of these concepts will lead them to the next section of kinesiology and the muscular system.

Principles of Teaching

Introduction to the Teaching Profession **8909010**

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

Cosmetology Nails Pathway

Grooming and Salon Services Core 1 **1 Semester**
Nails Specialty 2 **1 Semester**
Nails Specialty 3 **2 Semesters**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Nails Specialty program is prepared for employment as a licensed Manicurist and Pedicurist (SOC 39-5092). Instruction is designed to qualify students for employment upon successfully obtaining a Nails Specialty Certification.



Dual Enrollment Collegiate Academy

Semester 1

ENC 1101 **Dual Enrollment**
Composition 1 **3 credits**
Prereq: ACT R-19 E- 17/ SAT Verbal 440/ PERT R-106 W-103
ENC 1101 is a course that emphasizes accepted standards and techniques of expository writing, logical thinking, and reading with literal and critical comprehension. Students are expected to write coherent, unified prose, develop a thesis statement, arrange main ideas and supporting details and use effective vocabulary, conventional sentence structure, and standard American English grammar and usage.

MAC 1105 **Dual Enrollment**
College Algebra **3 credits**
Prereq: SAT M 480/ PERT M 123
This course is a study of functions and their properties. The functions studied include polynomials, rational, absolute value, radical, exponential, and logarithmic. Properties include functional notation, domains, ranges, graphs, operations, and inverses. Application problems are designed so that they can be applied to practical situations. A graphing calculator is required for this course.

HFT 1002 **Dual Enrollment**
Intro to Hospitality and Tourism **3 credits**
Prereq: None
Survey of resort, hospitality, and tourism industries with focus on the history, terminology, demographics, psychographics, and destination. Emphasis is placed on planning and development, current trends, and social impacts. Types of organizational operations and career opportunities are examined.

SLS 1101 **Dual Enrollment**
Preparing for Student Success **3 credits**
Prereq: None
This course helps students to be successful in school and life by empowering them to make wise choices. It assists students in developing greater confidence and motivation, focusing on self-esteem, self-awareness, self-management, interpersonal communication, and emotional intelligence. Students assess interests, learning styles, and career aspirations while learning college customs, reviewing study skills, and exploring their own definitions of a rich, fulfilling life.

One Online Elective of choice **Dual Enrollment**
3 credits
See CFK course catalogue. This is an opportunity to choose an elective in an area of interest.

Student interested in the Collegiate Academy need to indicate their interest on their schedule card and make an appointment with Mrs. Grostefon.

Dual Enrollment Collegiate Academy

Semester 2

ENC1102 **Dual Enrollment**
Composition 11 **3 credits**
Prereq: ENC 1102 w/ minimum of C
Expository writing based upon the close reading and study of selected examples from fiction, poetry, and drama. The course emphasizes oral and written analytical interpretations which include recognition of the traditional techniques, forms, and rhetorical devices used by writers of fiction and non-fiction. The course also serves as an introduction to literature and analytical writing. Includes a 6,000 word writing requirement.

MAC 1147 **Dual Enrollment**
Pre-calculus/Algebra/Trigonometry **3 credits**
Prereq: MAC 1105 w/ minimum of C
This course covers polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric functions and their graphs; trigonometric identities and conditional equations; solving right and oblique triangles; conic sections; sequence and series; mathematical induction and the binomial theorem

ECO 2013 **Dual Enrollment**
Macroeconomics **3 credits**
Prereq: ACT R-19 E- 17/ SAT Verbal 440/ PERT R-106 W-103
Study of the U.S. economy, including functions of an economic system, determination of market prices, measuring the economy's performance, causes of unemployment and inflation, and government taxation, spending, and monetary policies.

ARH 1000 **Dual Enrollment**
Art Appreciation **3 credits**
Prereq: ACT R-19 E- 17/ SAT Verbal 440/ PERT R-106 W-103
This course teaches art appreciation whether in paintings, sculpture, and/or architecture. The course focuses on the relationship of art to respective historical periods and an understanding of the role of art in our everyday lives. Students demonstrate college-level writing skill through multiple assignments.

One Online Elective of choice **Dual Enrollment**
3 credits
See CFK course catalogue. This is an opportunity to choose an elective in an area of interest.

DE/Collegiate Academy students are expected to read the CFK polices and abide by them.

Activities/Clubs

Marathon High School is proud to offer several clubs for students to experience the world around them. MHS encourages students to become involved in clubs. Please contact Mrs. Paul to begin a new club.

Academic Clubs

Academic Challenge – Middle School
Academic Challenge – High School
Mock Trial

Honor Clubs

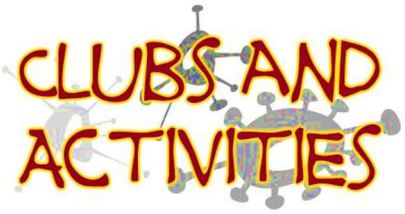
National Honor Society
National Junior Honor Society
Mu Alpha Theta
Thespian Troupe Honor Society

Service Clubs

Zonta Club
Interact
Student Government Association

Student Focus Clubs

Champions of Change
Color Guard
Digital Journalism
Drama Club
Fellowship of Christian Athletes
Film Club
Florida Future Educators of America
Habitat for Humanity
Marching Band
Sheriff Explorers
Save PROMISE Club
SCUBA Club
Special Olympics
Yearbook
Z Club



Tutoring

After School T & TH
Mu Alpha Theta T & TH

Athletics

The Bull Dolphin sports teams are focused on academics, sportsmanship, and leadership. The expectation is that our athletes show pride and commitment on the field and off. Marathon High School expects all athletes to be students first.

Play Hard! Play Strong! Play Fair!

Marathon High School follows the FHSAA guidelines. To participate in FHSAA interscholastic athletic events you must:

1. Maintain a cumulative GPA of at least 2.0 on an unweighted 4.0 scale.
2. Comply with all state, county, and school codes of conduct.
3. Complete all FHSAA forms and all Monroe County athletic forms.
4. For NCAA eligibility a 2.0 GPA is required in core courses.
5. For further information, contact Athletic Director Lance Martin

Sports teams are dependent on interest and athletic funding.

Fall Sports

Cross Country - V boys/girls
Football -V/MS
Girls Volleyball -V/JV/MS
Golf - V boys/girls
Cheerleading



Winter Sports

Girls Soccer - V/MS
Boys Soccer - V/MS
Girls Basketball - V/ JV/MS
Boys Basketball - V/ JV/MS
Cheerleading - V/MS
Girls Weightlifting
Boys Wrestling
Girls Wrestling

Spring Sports

Softball - V/ JV
Baseball - V/ MS
Tennis - V boys/girls
Boys Weightlifting
Track and Field

*Teams vary according to need

MARATHON HIGH SCHOOL

350 Sombrero Beach Road
Marathon, Florida 33050
www.keysschools.com/o/mmhs

Located in: Monroe County; Florida Keys

Superintendent:
`
Dr. Ed Tierney
P.O. Box 1788/241 Trumbo Road
Key West, FL 33041-1788
(305) 293-1400 Ext. 53323
Ed.Tierney@KeysSchools.com

Principal: Mrs. Christine Paul
(305) 289-2840 Ext. 55301
Christine.Paul@KeysSchools.com

Assistant Principals:
Mrs. Kirsten Warren
(305) 289-2840 Ext. 55305
Kirsten.Burns@KeysSchools.com

Ms. Rebecca Keenum
(305) 289-2840 Ext. 55304
Rebecca.Keenum1@KeysSchools.com

Athletic Director:
Mr. Lance Martin
Lance.Martin@KeysSchools.com
(305) 289-2840 Ext. 55309

School Counselors:
Ms. Tamera Foster (grades 6- 9)
Tamera.Foster@KeysSchools.com
(305) 289-2840 Ext. 55357
Ms. Cathy Grostefon (grades 10-12)
Cathy.Grostefon@KeysSchools.com
(305) 289-2840 Ext. 55310
Mr. Sean McDonald (CCAPS)
Sean.McDonald@KeysSchools.com
(305) 289-2480 Ext. 55408

Grade Levels: **Sixth through Twelfth**
Enrollment: **Approximately 785 Students**

Superintendent

Dr. Ed Tierney

School Board Members

Darren Horan
District 1

Yvette Mira-Talbott
District 2

Mindy Conn
District 3

John Dick
District 4

Sue Woltanski
District 5

Monroe County School District
Mission: Working together to inspire and bring excellence to every student every day