DME

ACADEMY

Curriculum Guide

2025-2026

Revised12/2024

OUR MISSION

DME Academy embraces a holistic and balanced education philosophy that prioritizes the whole student's development. This approach goes beyond traditional academics to include athletics, personal development, and ethical growth, fostering a well-rounded and disciplined individual.

OUR MODEL

DME believes in balancing rigorous academic programs with competitive athletic training with rotating schedules to accommodate six forty-five minute classes as well as practice time throughout the day. This dual focus helps students excel in both intellectual pursuits and physical endeavors, promoting a healthy and active lifestyle. The integration of sports into the curriculum is designed to teach valuable life skills such as teamwork, perseverance, and resilience.

Central to DME Academy's educational philosophy is the cultivation of self-motivation and discipline. Students are encouraged to set personal goals and strive towards them with determination and integrity. This emphasis on self-discipline helps students develop the inner strength and focus needed to succeed in both academic and athletic arenas.

General Academic Information

Academic Philosophy

DME Academy students attend classes in person. Athletic training is incorporated into students' school day. Teachers provide instruction aligned with the Florida State Department of Education using multiple teaching resources that we make available. These resources include a combination of standard textbooks, online curriculum, additional online and hard copy educational materials that are relevant to the content of the course. DME has a hybrid approach integrating elements from multiple curricula. This approach allows us to offer the most effective and tailored educational experience for our students.

Attendance

DME Academy is committed to fostering a rigorous and supportive academic environment that prioritizes student success and holistic development. Our procedures and guidelines are designed to uphold the highest standards of academic excellence, ensuring that every student is well-prepared to meet the demands of their educational journey. Central to this commitment is the importance of regular attendance and diligent preparedness. Regular attendance is defined by the State of Florida as the actual attendance of a pupil in the class or on an educational trip that constitutes as part of the school approved instructional program. Consistent attendance is essential for academic continuity and progression, allowing students to fully engage with the curriculum and benefit from the rich learning experiences we provide. Equally vital is preparedness, which empowers students to actively participate in class, complete assignments

with integrity, and develop the critical thinking and problem-solving skills necessary for academic and personal growth. Together, these pillars form the foundation of a thriving educational community where students are encouraged to reach their full potential.

Parents/Guardians are required to send an email notification to the school if a student will be absent. Scheduled absences must be reported at least 48 hours in advance. Unscheduled absences, such as an illness, should be reported as soon as possible.

General School Attendance Policies

Students are permitted ten absences per semester (with the exception of semester exams). Unless a note from the attending physician is presented on the first day back from an absence, explaining the reason for the absence, the student will fail each class where absences exceed the ten-day limit. Only excused document absences will not be counted in the ten-day total. Absences are not permitted during semester exams.

When a student reaches ten absences or tardies for any reason, in any class the administration may review the student's status to determine if DME is the best educational option for the student. Additionally, they may establish specific conditions for the student to remain at DME.

- Students arriving after 8:00am MUST report to main office for an admit prior to reporting to class.

- Students that miss ten minutes or more or any class, without permission from administration will be marked absent from that class.
- Students may not leave the school grounds without signing out at the main office. Failure to do so will result in an absence and serious disciplinary action.
- Parents must sign their child out in the main office when leaving early. Signing a student out early will constitute as an absence for each class they miss ten minutes or more.
- Medical or dental appointments should be scheduled after school whenever possible. Students will receive an Excused Document Absence for these appointments only if a signed doctor's note with the student's name, date of absence and reason are provided to the main office upon return.
- The student will be granted one day to submit make up work assigned on the day of the absence for each day missed with the exception of semester exams. All other work, quizzes, and tests assigned prior to the absence will be due immediately upon return to school. There is no make-up for semester exams. Students may not take semester exams early.
- Any student not well enough to attend all of student's classes during the school day may not participate in any co-curricular, extra-curricular, or athletic activity that afternoon or evening, except with the specific approval of the School Office.
- Students excused from classes for field trips or for special reasons are required to obtain assignments and be prepared for class, including tests, the next day.
- Students absent more than fifteen days may be withdrawn from DME provided that there has been no acceptable parent response to reasonable means of notifying parents (telephone, email, or letter).
- Florida Statute 10.03.27 requires schools notify the DHSMV of any students who accumulates fifteen absences in 90 calendar days. The DHSMV may not issue a driver license or learner permit or may suspend driving privileges of any reported student until the student has satisfied regular school attendance requirements as outlined in Florida Statute Section 322.091.

Excused Document Absence (ED)

- For an absence to be excused, a doctor's note or an authorized and signed college visit form must be submitted to the attendance office on the first day back from an absence. The student's name, date of each absence, and reason must be noted on the document for the absence to be excused.

Sport Performance (SP)

- We value and support students who are given the opportunity to compete at a high level, including national competitions and AAU events. To accommodate these unique experiences, students may be granted up to five excused absences per semester for non school athletic events.
- These absences are separate from the standard 10 permitted absences per semester, provided they meet the outlined requirements.
- To be eligible, students must obtain prior approval and submit official documentation from the organizing team or league that clearly states the event dates.

- These absences may only be used for athletics-related events and will not be approved during standardized testing windows or semester exams.
- Any sport-related absences that exceed the five-day allowance will count toward the 10- day semester absence limit.

Absence (A)

- An absence will be counted toward the ten permitted absences per semester.
- Once a student exceeds ten absences the student will fail the course and will not receive credit, regardless of their current grade in the class.
- A student that fails a class due to attendance will be required to retake the entire semester for grade replacement.

Absence During Semester Exams

Absences are not permitted during semester exams. See Semester Exam Policy for more information.

School Tardy Policy

- 3 Tardies – Student will receive detention. An additional detention will be assigned for every tardy thereafter.
- 5 Tardies – Students that accumulate 5 tardies will require a parent meeting in addition to the above detention.
- 7 Tardies – Students that accumulate 7 tardies, will receive the above detention, miss a practice and require a second parent meeting. Every tardy thereafter will result in detention and miss practice.
- 10 Tardies – Students that accumulate 10 or more tardies in addition to the above detention and miss a practice, will be reviewed by the administration and determine if DME is the best educational option for the student. Additionally, they may establish specific conditions that must be met for the student to remain at DME.

Detention hours are mandatory and must be completed within the designated time. Repeated tardiness may lead to further disciplinary actions as deemed appropriate by administration.

Leaving Early or Without Permission

Leaving early from the classroom will be handled in the same respect as skipping class. If more than ten minutes prior to the end of class, it will be an absence for that class. If less than ten minutes, it will be treated as a tardy.

Make Up Work for Absences

It is the responsibility of the individual student to see their teacher(s) to make up any graded work assigned while absent. Students will have as many day(s) to make up work, as they are consecutively absent. Make-up tests, if applicable, will be scheduled at a time designated by the

teacher. If a student fails to make up a test and makes no other arrangement within the allotted time, at the discretion of the teacher, the student may not be given the test. For each day absent, the student will have the equivalent days to make up the work assigned during the absence. A student returning to DME during the school day is required to locate the teacher of each class missed to get any assignment(s) and/or take any test(s) missed. All other work, quizzes, and tests assigned prior to the absence will be due immediately upon return to school.

Sign-in and Sign-out Procedures

Driving students who find it necessary to leave campus during the school day must do so through the main office. The office will notify the teacher. To check out a student driver, parents should email or send a signed written note. Calls or texts will not be accepted. They must sign out when leaving and if returning to campus,sign in upon return. For non-driving students, a parent must be present when a student signs in or out of school. The school will not allow a student to leave DME early with another person unless authorized by the parent to do so. Students will not be allowed to leave the school grounds, except for an authorized school trip, or under the conditions described above. Students who remain after school for other activities will not be allowed to leave the school grounds and then return for pick-up.

Dismissal

No teacher or other employee may excuse a child to any adult before the regular dismissal time. Parents must report to the main office to sign out the student prior to dismissal time.

If a student's regular routine of pick-up changes, a parent must first inform the school office. If a school personnel are not familiar with the person who comes to pick up the student, a State issued ID will be required, as well as prior authorization from the parent by email or signed note. We cannot accept authorization over the phone.

Student Information System (SIS)

DME uses a web-based student information system (SIS) that manages the DME's admissions process, provides information and tracks student grade and course information. As with our learning management system (LMS),the student and parent(s) will be granted access. The student and the parent(s) will each be sent information inviting them to access the SIS. This information is confidential and must not be shared.

Learning Management System (LMS)

DME's learning management system (LMS) grants students access to courses, materials and planning resources. Students will be given an @dmesports.com email address and password that will allow them to have access to the LMS. This information is confidential and must not be shared.

Class Changes

Class changes may be made during the first week of school each semester. **All changes require approval from DME.** To request a change, complete the Schedule Change Request form and return it to the Academic Office. The student will remain in the original class until notified by

the school office that the change is complete. Changes will be made if possible and at the discretion of the school administration. Changes will not be made to place students with other students. Classes needed for graduation may not be dropped or changed.

Grading Scale

Letter Grade	Percentage	Regular	Honors	AP/Dual Enrollment
A	90-100	4	5	6
B	80-89	3	4	5
C	70-79	2	3	4
D	60-69	1	1	1
F	0-59	0	0	0
I	Incomplete			

Grade Forgiveness
A high school student that earns a grade of "D" or "F" in a semester, may re-enroll in up to two courses for grade forgiveness. Students must complete the repeated course within the time-period allotted by the school and earn a "C" or better to be granted grade forgiveness. The academic department must approve all requests for grade forgiveness.

Missed Work Due to Absence
See Absence Policy for guidelines for missed work due to absence.

Suspension Grading
See discipline section for grading guidelines related to suspension.

Progress Reports
Student progress reports are sent to parents and students via email weekly from our student information system. Student grades are always available on the student information system for both students and parents.

Academic Probation
Academics are an important part of a student athlete's growth and development. Students are expected to maintain a passing average in all classes. Weekly progress reports will be available for families to review student progress. If at any point after the fourth week of each semester a student falls below passing in a class, intervention will begin. This may include any/or all of the following: notice to parent, conference with student, meeting with Academic Administration, required study halls before, during or after school, tutoring, and loss of practice or game play. This intervention will continue until the student's grade has improved to passing level. An Academic Probation Agreement may be implemented with student, parent, and DME to assist the student in improving and maintaining acceptable grades. Failure for the student and parent to work in cooperation with the school with this plan would result in possible dismissal from the school. Parents should use the school information system to keep up to date with student progress and grades.

Grade Reports
Semester grade reports will be available on the school information system at the end of each semester. (See school calendar for dates).

Progress Reports
Progress Reports will be sent weekly through the student information system for parents and students to view.

FACTS
FACTS is our student information system. It provides a secure website with attendance, grades, assignments, and other information for students and parents. This is our primary tool for communication as a school to our families. **Parents are expected to access FACTS regularly to stay up to date with student progress.**

Parent Alert
In the event of an emergency, DME will utilize a telephone broadcast system to notify all households and parents by phone of an emergency or unplanned event that causes dismissal, school cancellation or late starts. This service may also be used periodically to share important announcements and reminders. For parents and students to receive these important notices, it is vital that all phone numbers are kept up to date with the school.

Conferences
If you wish to speak to a teacher, please email them directly through FACTS to schedule an appointment. If a teacher needs to schedule a conference with a parent, they will contact the parent via email through FACTS.

Access to Official Student Records
Official student records at DME are considered the school's property and include attendance records, grade reports, transcripts, ability and

achievement data, psychological and other test results, and discipline records. Access to these records is granted to authorized school personnel working with the student, biological and adoptive parents (including non-custodial parents unless restricted by a court order on file), legal guardians, and individuals with a signed letter of authorization from a parent/guardian or an 18-year-old student. Requests for copies of official student records will be processed within a reasonable timeframe and may incur a fee. Families are responsible for any shipping costs related to mailing of student records.

Middle School Academic Information

Promotion Standards

A student in grades 6-8 must pass each core class with a minimum of a "D" and have a 2.0 GPA for the year to be promoted to the next grade level. Failure to meet this requirement will result in the student needing to take summer classes to pass and/or raise their GPA to the minimum level for the school year.

Standardized Tests

DME administers a standardized test to middle school students in the spring. This is an accurate way to evaluate what a student has mastered in areas such as reading, writing, and mathematics. The results of these tests will be used to help teachers improve instruction and learner outcomes.

Middle School Recommended Course Sequences

Grade 7

Subject	**Course**
Language Arts	M/J Language Arts II
Mathematics	M/J Pre-Algebra
Science	M/J Comprehensive Science II
Social Studies	M/J Civics
Elective	M/J Beginning Spanish
Elective	M/J Robotics

Grade 8

Subject	**Course**
Language Arts	M/J Language Arts III
Mathematics	Algebra I*
Science	M/J Comprehensive Science III
Social Studies	M/J U.S. History
Elective	Spanish I*
Elective	M/J Aeronautics

*Completed for high school credit.

Middle School Course Selections

Language Arts

Language Arts Grade 7/Grade 7 Advanced Term(s): Two Terms English 7 Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

Language Arts Grade 8/Grade 8 Advanced Term(s): Two Terms Extends the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

Mathematics

MS Pre-Algebra Term(s): Two Terms In this course, the student will be introduced to basic algebraic principles. The student will review properties of expressions and integers. The student will solve one-step equations and inequalities with positive and negative integers,

decimals, fractions, and exponents. Then the student will explore problems involving operations of fractions and will apply knowledge of algebra to solve real-world ratio, proportion, and percentage problems.

Algebra I Honors Prerequisite: Pre-Algebra **High School Course Credit:** 1.0
In this course, students explore the properties of real numbers and apply this knowledge to equations, inequalities, and multi-step equations. Students learn to identify, write, and graph functions and equations, simplify radical expressions, and solve quadratic equations. They learn to factor and perform operations with binomials and polynomials. Students calculate slope and use slope-intercept form to graph linear equations. They also learn to solve systems of equations and inequalities both graphically and algebraically. This course is offered to qualified students.

Science

M/J Comprehensive Science II Term(s): Two Terms In this course, students learn that matter and energy are all around us! They explore a variety of core concepts found in life, earth, and physical science in this comprehensive curriculum. Students learn about the movement of energy and how it affects matter. Through real-world examples, students will investigate the interdependence of living things and the unique interactions inside the Earth. Virtual simulations allow students to study genetics and how genetic information is passed on to create new life. This course introduces various major science concepts and serves as a foundation for later science courses.

M/J Comprehensive Science III Term(s): Two Terms In this course, students build on concepts introduced in the first and second courses of the series, including the disciplines of life science, physical science, and earth-space science. In addition, technology, engineering, and mathematics (STEM) concepts are integrated throughout the course. Students learn about properties of matter, physical and chemical changes, atoms and the periodic table of elements, photosynthesis and cellular respiration, the universe, and the solar system. Hands-on and virtual laboratory investigations are included throughout the course to provide students opportunities for exploration through scientific inquiry, research, measurement, problem solving, and experimental procedures. By the end of the course, students will be practicing, experimenting, thinking, and talking like a scientist!

Social Studies

World History/World History Advanced Term(s): Two Terms Students focus on ancient civilizations. They begin by understanding a historian's role and utilizing the tools and skills he or she would use, including analyzing timelines, studying geography, and evaluating multiple sources. Students trace how societies shifted from hunting and gathering to farming. They also trace the development of ancient China, India, Mesopotamia, Egypt, Greece, and Italy. Students enhance their critical thinking by interpreting primary sources and reading eyewitness accounts to draw conclusions.

Civics/Civics Advanced Term(s): Two Terms This course offers a broad survey of world history from major civilizations in Africa, East Asia,

and West Asia to early cultures in the Americas. It also includes a study of Feudalism in Europe. The course examines world political, economic, geographic, and social history from a hybrid regional and chronological point of view. Throughout the course, the student will make connections between geography, politics, and economics, and their impact on world events and the human progress. The student will enhance her social studies skills by completing activities that teach analysis of primary and secondary sources, reading graphs and maps, organizing information, and more. Lessons are designed to develop the student's ability to read, question, analyze, interpret, and evaluate different forms of information.

United States History/United States History Advanced Term(s): Two Terms Social Studies examines the American experience from pre-colonial times through Reconstruction following the Civil War. U.S. political, economic, and social history is explored from a chronological point of view with lessons that develop the students' abilities to analyze, interpret, and evaluate different forms of information. Throughout the course, students make connections between historical events and their impact on the American people and landscape.

Middle School Elective Courses

M/J Robotics Term(s): Two Terms This course provides a hands-on introduction to engineering, automation, and AI for students. These courses focus on real-world problem solving, programming, mechanical systems, and safety.

M/J Aeronautics Term(s): Two Terms This course focuses on introducing students to the fundamental principles of flight, aviation history, and aerospace technology. Aviation is used as a context to teach science, technology, engineering, and mathematics (STEM) through hands-on projects, such as designing gliders, rockets, or exploring airport operations.

Middle School Foreign Language

M/J Spanish, Beginning Term(s): Two TermsIntroduces foundational skills in listening, speaking, reading, and writing, along with culture, connections, comparisons, and communities.

Spanish I Prerequisite: Teacher Recommendation **Recommended Grade:** 9, 10, 11, 12 **Course Credit:** 1.0 In Spanish I, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of social life. Students will start with basic sentence structures and grammatical tools, and they will learn to communicate by listening, speaking, reading, and writing in Spanish as they learn new vocabulary and grammar. They will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting. They will also describe various art forms, plays, concerts, and

movies. Students will discuss health and well-being and travel and tourism. They will build on what they learned in the Spanish 1B course to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

High School Academic Information

Honors Credit

Honors credit is offered in all high school level core classes to include English, mathematics, science, and social studies. Students commit to a full semester for each honors course. Honors course GPA are assigned an additional one-point weight for each course with a passing grade.

Dual Enrollment and Advanced Placement

Dual Enrollment and Advanced Placement courses GPA are assigned an additional two-point weight for each course with a passing grade. Students interested in these courses should make an appointment with the Director of Academic Services for more information.

Accommodations

Students with diagnosed learning differences may be eligible for a limited amount of accommodation based on documented need and our ability to provide such accommodations.

High School Dual Enrollment

Dual Enrolled students take courses for both high school and college credit. Dual Enrollment courses are not taught by DME Academy teachers. In addition, DME does not have access to student work. Grades earned in Dual Enrollment courses will be placed on both permanent high school and college transcript.

Summer School

DME does not offer summer school classes. Students that need to take a course for grade replacement may qualify for FLVS. The cost and registration of FLVS is the parent's responsibility. DME Academy Administrative approval through the Director of Academic Services is required in advance. Grades earned through FLVS will be reflected on the student's permanent transcript.

High School Grade Level Classification

Upon review of the most recent official transcript, the entering grade level classification is based upon credits earned, not student age. Entering Sophomores require a minimum of 5 credits, Juniors require a minimum of 12 credits, and Seniors require a minimum of 18 credits. Seniors are required to take at least 4 classes with DME, not including Dual Enrollment.

Physical Education Waiver
For eligible student athletes, the Physical Education (P.E.) Waiver waives the P.E. requirement for high school graduation. It does NOT award credit; however, it allows a student to pursue other options to earn the 0.5 credit, rather than taking one Physical Education course for .5 credit. They are simply being exempted from the graduation requirement of the Physical Education credit. The student is still required to meet the minimum number of credits for graduation.

NCAA Eligibility
College-bound student-athletes preparing to enroll in a Division I or Division II school need to register with the NCAA Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework. Courses at Xceed Preparatory Academy meet NCAA course requirements. To learn more about eligibility please visit: www.ncaaclearinghouse.net

Graduation Information

Graduation Requirements
Students must complete a minimum of 24 total credits and 40 hours of community service to graduate. The graduation date on the official transcript will reflect the date when graduation requirements are met i.e. May, August, December. Students who entered the 9th grade on or after the 2022-2023 academic school year, are required to earn .5 credit of Personal Financial Literacy. See subject area credit requirements below:

Subject Area	Credits 2021-2022 and Prior	Credits 2022-2023 and Beyond
Electives	6	5.5
Mathematics	4	4
English Language Arts	4	4
Science	3	3
Social Studies	3	3
World Language	2	2
Personal Financial Literacy	---	.5
Fine Arts	1	1

Online Physical Education	1	1

A student must maintain a GPA of 2.0 or higher to be eligible for graduation. It is highly recommended that students complete their course work on time to avoid one or more of the following consequences:

- Student may not receive course credit
- Student may be retained
- Student may not be eligible for graduation

Community Service Hours

High school students are required to complete 40 hours over the course of their high school career. While DME Academy requires 40 community service hours to graduate, many college scholarships require more than 40 hours. For example, the Florida Bright Futures Scholarship Program requires a minimum of 100 community service hours. To receive a Community Service Hours form, please speak with your Academic Advisor.

Bright Futures eligibility Requirements

The Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement. The graduate must enroll in a degree program, certificate program or applied technology program at an eligible Florida public or private postsecondary education institution.

To learn more about Bright Futures visit: https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN

College Advising Program

DME provides a College Advising program for high school students, offering personalized advice and resources to help them navigate the college application process. The program focuses on career exploration, standardized testing, essay writing, and deadline management, empowering students to make informed decisions about their future education.

PSAT/NMSQT

The Preliminary Scholastic Aptitude Test & National Merit Scholar Qualifying Test is administered to students in grades 6 through 11 at no charge and is highly recommended for all college-bound 11th grade students. The PSAT/NMSQT gives a preview of anticipated performance on college entrance exams such as the SAT. The PSAT is used by scholarship programs to identify eligible students; however only 11th grade students to sit for the PSAT may be considered for the National Merit Scholarship Program.

College Entrance Exams

As a college prep school, DME Academy recommends that juniors and seniors take the ACT or the SAT. DME Academy will offer the SAT to all enrolled 11th and 12th grade students at no charge. In addition, the Guidance Counselor offers general registration information for the SAT and ACT tests. Students must register online with the appropriate testing agency. Tests are given in various locations, and it is recommended that students find a location that fits their needs.
To learn more about the ACT and testing dates visit: www.act.org
To learn more about the SAT and testing dates visit: www.collegeboard.org

High School Recommended Course Sequences

Grade 9

Subject	**Course**
Language Arts	English I
Mathematics	Algebra or Geometry
Science	Biology
Social Studies	World History
Elective 1	Spanish I or Spanish II
Elective 2	Fine Arts

Grade 10

Subject	**Course**
Language Arts	English II
Mathematics	Geometry or Algebra II
Science	Chemistry
Social Studies	U.S. History
Elective 1	Spanish II or Spanish III
Elective 2 (Fall)	Fine Arts or Student Choice
Elective 2 (Spring)	Health*

* - 0.5 credit course	

Grade 11

Subject	**Course**
Language Arts	English III
Mathematics	Algebra II or Pre-Calculus or Math for College Algebra
Science	4th Science (student choice)
Social Studies	U.S. History or 3rd elective
Elective 1	Personal Financial Literacy* and Student Choice
Elective 2	Student Choice
* - 0.5 credit course	

Grade 12

Subject	**Course**
Language Arts	English IV
Mathematics	Math for College Algebra or Pre-Calculus or Calculus
Science	
Social Studies	U.S. Gov't*/Economics*
Elective 1	Student Choice
Elective 2	Student Choice
Elective 3	Student Choice

* - 0.5 credit course	

High School Course Selections

English

English I Prerequisite: None **Recommended Grade:** 9 **Course Credit:** 1.0 English 9 is a balance of fiction and nonfiction texts are used throughout the course, and each unit is designed around a thematic concept to provide cohesiveness to the skills- based lessons and activities that make up the unit. The course intertwines the development of reading skills with the development of writing, speaking and listening, and language skills. Students can look forward to a course where the information is delivered in easy-to-digest chunks using student-friendly language, with assessments that are tightly aligned to the concepts and skills learned in the lesson.

This course may be taken for honors credit.

English II Prerequisite: English I **Recommended Grade:** 10 **Course Credit:** 1.0 English II is designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies.

This course may be taken for honors credit.

English III Prerequisite: English II **Recommended Grade:** 11 **Course Credit:** 1.0 English III explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English III explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

This course may be taken for honors credit.

English IV Prerequisite: English III **Recommended Grade:** 12 **Course Credit:** 1.0 In keeping with the model established in English III, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods

in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

This course may be taken for honors credit.

Mathematics

Algebra I Prerequisite: None **Recommended Grade:** 9 **Course Credit:** 1.0 Students learn about the properties of real numbers and apply their knowledge to equations, inequalities, and multi-step equations. They move on to identify, write, and graph functions and equations; simplify radical expressions; solve quadratic equations; and factor and perform operations with binomials and polynomials. Students calculate slope and use the slope-intercept form to graph linear equations. They also learn to solve systems of equations and inequalities both graphically and algebraically.

This course may be taken for honors credit.

Geometry Prerequisite: Algebra I **Recommended Grade:** 9 **Course Credit:** 1.0 This course guides students through the exploration of geometric figures. They analyze plane figures and three-dimensional figures and apply formulas to calculate area, surface area, and volume. They learn how to use inductive and deductive logic to conduct formal proofs through predictions, counterexamples, and drawing conclusions. Students also conduct detailed analyses of the properties of parallel and perpendicular lines, triangles, polygons, quadrilaterals, and circles, including similarity and transformations.

This course may be taken for honors credit.

Algebra II Prerequisite: Algebra I **Recommended Grade:** 11 **Course Credit:** 1.0 Students engage in high-level mathematical discussions and apply algebraic concepts to real-world scenarios as they build on prior knowledge of functions, systems of equations, the quadratic formula, and factoring. Students also continue to study arithmetic and geometric sequences and series, probability and statistics, and trigonometric identities and equations.

This course may be taken for honors credit.

Pre-Calculus Honors Prerequisite: Geometry, Algebra II **Recommended Grade:** 11,12 **Course Credit:** 1.0 In this course, students analyze various functions. They study quadratics, sequences, and series. Students expand their knowledge of trigonometric concepts and explore vectors and parametric equations. Finally, students examine concepts, including limits and derivatives, in preparation for their study of calculus. Throughout the course, lessons focus on ways in which mathematics is applied in the real world and is essential to everyday life. This, combined with an emphasis on mathematical reasoning and critical thinking skills, prepares students for future college and career opportunities.

Calculus Honors Prerequisite: Algebra II **Recommended Grade:** 11,12 **Course Credit:** 1.0 Calculus introduces limits, differentiation, and

applications of differentiation. The student will find and evaluate finite and infinite limits graphically, numerically, and analytically. The student will find derivatives using a variety of methods including the chain rule and implicit differentiation. Then the student will use the first derivative test and the second derivative test to analyze and sketch functions. Finally, the student will find derivatives using a variety of methods including substitution. Calculus B introduces integration of functions, differential equations, and applications of integration. The student will calculate antiderivatives using a variety of methods including substitution. The student will evaluate integrals using a variety of methods including numerical integration.

Math for College Readiness Prerequisite: Algebra II **Recommended Grade**: 11, 12 **Course Credit:** 1.0 This course is targeted for students who simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

Science

Biology Prerequisite: None **Recommended Grade:** 9, 10 **Course Credit:** 1.0 Students have frequent opportunities to debate scientific findings and analyze how biology impacts society as they study topics such as ecology, genetics, and anatomy. Using both hands-on experiments and interactive tools, they also study cells, compare microorganisms, investigate plant and animal structure and function, and explore the history of life on Earth.

This course may be taken for honors credit.

Chemistry Prerequisite: Biology **Recommended Grade:** 10, 11 **Course Credit:** 1.0 This rigorous full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes 12 virtual laboratory experiments that encourage higher-order thinking applications. There is also a wet lab component for each of these labs. The components of this course include the composition and properties of matter, changes and interactions of matter, organic chemistry, and nuclear chemistry.

This course may be taken for honors credit.

Physics Honors Prerequisite: Algebra II **Recommended Grade:** 11, 12 **Course Credit:** 1.0 The goal of physics is to describe the physical world using a small number of basic assumptions, concepts, and equations. In this course, emphasis is placed on relating physics to the everyday world. The student will explore the concepts involved with motion in one- and two-dimensions, forces, work and energy, momentum and collisions, circular motion and gravitation. The students will recognize the importance of the laws of thermodynamics.

Physical Science Prerequisite: Recommended Grade: 9, 10, 11, 12 **Course Credit:** 1.0 This course is designed as an introduction to basic physics and chemistry. Students will first explore the movement of objects. Topics in semester one include describing motion, predicting motion using Newton's laws, and the fundamental forces behind movement. Students will deepen their understanding of energy through exploring the fundamental principles of electricity and magnetism and the nature and use of sound and electromagnetic waves. The second semester of the course explores the matter around us on the atomic level, the nature of chemical bonding, and the reactions that make new substances. This course is designed to serve as a foundation for the study of the physical sciences: physics and chemistry.

This course may be taken for honors credit.

Social Studies

World History Prerequisite: None **Recommended Grade:** 9, 10 **Course Credit:** 1.0 World History provides the basis for instruction. This course provides the student with a comprehensive examination of world history from ancient times through the Global Age. The student will begin by exploring prehistory and early civilizations, focusing on the ancient civilizations of the Americas, Egypt, India, China, Greece, and Rome. The student will then study Medieval Christian Europe from the early to the late Middle Ages, followed by regional civilizations with a focus on the Muslim world, Africa, and Asia. Finally, the student will explore early modern times with a focus on the Renaissance, Reformation, and the Global Age.

This course may be taken for honors credit.

United States History Prerequisite: None **Recommended Grade:** 11, 12 **Course Credit:** 1.0 This course will explore the growth of American society and the emergence of the United States as a world power. The course covers the significant developments in America's past from Reconstruction to World War I with a brief review of early settlement, colonization, and the development of America as an independent nation. The student will focus on American political, economic, and social history from a chronological point of view. Activities in this course are designed to develop the student's abilities to question, read, analyze, interpret, and evaluate different forms of information, as well as to communicate his or her ideas to others. Geography skills will be interwoven in the lessons, as the student makes connections between the evolution of America's geography and its historical impact.

This course may be taken for honors credit.

Economics with Financial Literacy Prerequisite: United States History **Recommended Grade:** 11, 12 **Course Credit:** 0.5 T**h**is course addresses concepts of economics, including a review of the American free enterprise system. Students learn about markets, business and labor, and banking and finance in the microeconomics sections, and then learn about measuring economic performance, the government's role in the economy, and international trade and development in the macroeconomics section.

This course may be taken for honors credit.

Personal Financial Literacy Prerequisite: Recommended Grade: 11, 12 **Course Credit:** 0.5 The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system, personal and family management of resources including income, money management, saving and investing, spending and credit, the role of financial institutions and the consumer, consumer information and taxation and financial planning.

This course may be taken for honors credit.

United States Government Prerequisite: United States History **Recommended Grade:** 11, 12 **Course Credit:** 0.5 In this course, the student will explore the foundations of American government and its fundamental principles and organization. The student will examine government concepts such as the growth of democracy, federalism, separation of powers, and checks and balances. The branches of government— legislative, executive, and judicial—are studied in depth. This course promotes understanding and participation in government by presenting information in a context that is relevant to the student. Activities in this course are designed to develop the student's abilities to question, read, analyze, interpret, and evaluate different forms of information, as well as to communicate ideas to others.

This course may be taken for honors credit.

Foreign Language

Spanish I Prerequisite: None **Recommended Grade:** 9, 10, 11, 12 **Course Credit:** 1.0 Students cover basic vocabulary, grammar, spelling, and punctuation to build a solid foundation for further study. Assignments include engaging in simple conversation, writing paragraphs, and listening to Spanish dialogue. Students also study the history and culture of Spanish-speaking peoples.

Spanish II Prerequisite: Spanish I **Recommended Grade:** 9, 10, 11, 12 **Course Credit:** 1.0 As they engage in more advanced conversations, write paragraphs and stories, and translate to and from Spanish, students improve their vocabulary and grammar. Intense listening comprehension exercises aid in understanding more complex thoughts and subjects.

Spanish III Honors Prerequisite: Spanish II **Recommended Grade:** 9, 10, 11, 12 **Course Credit:** 1.0 Spanish III is a continuation of the first two years of Spanish instruction. The student will continue to sharpen his listening, speaking, reading, and writing skills through a variety of activities. This course is organized into five topics: feelings, transportation, work, countries, and the future. The student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, and histories.

This course is for honors credit only.

Spanish IV Honors Prerequisite: Spanish III **Recommended Grade:** 10, 11, 12 **Course Credit:** 1.0 This fourth year of Spanish covers advanced grammar including present-tense verbs, past-tense verbs, future tense, conditional tense, subjunctive mood, articles, and adjectives. In the first semester, students focus on the Spanish-speaking world, including culture, people, geographical locations, and histories.

This course is for honors credit only.

Health and Physical Fitness

Health Prerequisite: None **Recommended Grade:** 9, 10, 11, 12 **Course Credit:** 0.5 This course provides the student with the opportunities to consider many influences on social, emotional, and physical health and well-being. The course covers information on healthy decisions, communication, goal setting and decision making, family dynamics, food and nutrition, substance abuse prevention, and prevention of STIs and HIV/AIDS. The student will also learn how to be a savvy consumer by being aware of consumer rights, techniques in advertising, and how to use checking and credit accounts responsibly.

Personal Fitness Prerequisite: None **Recommended Grade:** 9, 10, 11, 12 **Course Credit:** 0.5 The lessons in Personal Fitness help students gain an understanding of the proper ways to exercise and diet, as well as learn how to assess their own fitness level. The course also teaches strategies to attain the highest possible fitness level.

Health Opportunities through Physical Education (HOPE) Prerequisite: None **Recommended Grade:** 9, 10 **Course Credit:** 1.0 With a focus on health and fitness, this course guides you to be active and healthy now and for a lifetime. With the guidance of a training instructor, you'll set personal goals in four areas of wellness: physical, emotional, social, and academic. The course uses videos, graphics, and interactive learning opportunities to encourage you to eat well, get up, and be active.

High School Elective Courses

Art in World Cultures Prerequisite: None **Recommended Grade**: 9, 10, 11, 12 **Course Credit:** 1.0 Who do you think is the greatest artist of all time? Maybe Leonardo da Vinci? Michelangelo? Maybe a more modern artist like Claude Monet or Pablo Picasso? Or is it possible that the greatest artist of all time is actually someone whose name has been lost to history? In Art in World Cultures, you'll learn about some of the greatest artists in the world while creating your own art, both on paper and digitally. This course explores basic principles and elements of art and teaches you how to critique different art works art. And along the way, you will get to discover some traditional art forms from various regions of the world including the Americas, Africa, and Oceania.

Digital Photography Prerequisite: None **Recommended Grade**: 9, 10, 11, 12 **Course Credit:** 1.0 Digital Photography focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to

the history of photography and basic camera functions. Students use basic techniques of composition and camera functions to build a personal portfolio of images, capturing people, landscapes, close-ups, and action photographs.

Digital Video Production I Prerequisite: None **Recommended Grade**: 9, 10, 11, 12 **Course Credit:** 1.0 This course will cover various topics in audio video production, such as camera techniques, audio techniques, lighting techniques, editing, and video assembly. This course will cover various topics in audio video production, such as camera techniques, audio techniques, lighting techniques, editing, video assembly, directing techniques, editing and mastering techniques, file management and delivery formats, advanced camera and lighting techniques, and techniques for providing special effects.

Fundamentals of Finance Prerequisite: None **Recommended Grade:** 9, 10, 11, 12 **Course Credit:** 0.5 The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Finance career cluster. Fundamentals of Finance provides students with opportunities to become familiar with related careers and develop fundamental knowledge and skills in general economic systems, financial securities, banking concepts, credit, and consumer lending in the United States. Instruction in information systems and related electronic skills and software applications is also included. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Psychology I Prerequisite: None **Recommended Grade:** 9, 10, 11, 12 **Course Credit:** 1.0 Have you ever wondered why you do the things you do? Have you asked yourself if self-knowledge is the key to self-improvement? Are you interested in how behavior changes as we age? Psychology can give you the answers! In Personal Psychology I: The Road to Self-Discovery, you will trace the development of personality and behavior from infancy through adulthood. You will come to learn more about perception and consciousness and better understand the role of sensation. Are you ready to explore the world of human behavior? Come explore all that psychology can offer to help you to truly understand the human experience.

Social Media Prerequisite: None Recommended Grade: 9, 10, 11, 12 **Course Credit:** 1.0 Do you have any social media accounts? Learn the ins and outs of such social media platforms as Facebook, Twitter, Instagram, Pinterest, and more and how to use them for your benefit personally, academically, and eventually, professionally. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

Sociology Prerequisite: None Recommended Grade: 9, 10, 11, 12 **Course Credit:** 0.5 Human beings are complex creatures; however, when they interact and begin to form relationships and societies, things become even more complicated. Are we more likely to act differently in a group than we will when we're alone? How do we learn how to be "human"? Sometimes it can feel as if there are more questions than

answers. Sociology I: The Study of Human Relationships seeks to answer these questions and many more as it explores culture, group behavior, and societal institutions and how they affect human behavior. You'll learn how social beliefs form and how this shapes our lives. How does this happen? Join us and find out.

Sports and Entertainment Marketing Prerequisite: None Recommended Grade: 9, 10, 11, 12 **Course Credit:** 1.0 This course will introduce you to the fast-growing field of sports management. You will explore topics such as sports marketing, branding, ticket sales, public relations, broadcasting, and breaking into the business of sports management. This course will also discuss the role of sports in society and the importance of an ethical approach to sports management.