

---

# Christian Institute



## of Arts & Sciences

---

*K-12 Scope and Sequence*

---



"Education is not the filling of a pail,  
but the lighting of a fire."

-William Butler Yeats

Edition 3.0

Copyright © 1998-2024

by Christian Institute of Arts & Sciences, Inc.

All rights reserved

2007 North 61<sup>st</sup> Ave. Pensacola, FL 32506

Phone: (850) 457-4058 Fax: (850) 458-5132

Email: [nogratrjoy@christianinstitute.com](mailto:nogratrjoy@christianinstitute.com) Website: [www.christianinstitute.com](http://www.christianinstitute.com)

All photos used in this handbook are royalty-free photo stock or photos taken by CIAS staff.

All duplicates, copies, reproductions, or plagiarism of this handbook are prohibited

without written or given permission from CIAS administration.

# Christian Institute of Arts & Sciences

## Scope and Sequence

### Table of Contents

<b>CURRICULUM INFORMATION.....</b>	<b>5</b>
CURRICULUM CHOICE POLICY.....	5
CURRICULUM RESOURCES.....	6
<b>GENERAL CURRICULA POLICIES.....</b>	<b>7</b>
General Policies Regarding High School Courses & Credits.....	9
GRADE LEVELS OF CURRICULA.....	9
STANDARDS OF PROGRESSION.....	9
SUBJECT AREAS.....	12
<b>ELEMENTARY SCHOOL: GRADES K-5.....</b>	<b>13</b>
Learning Objectives for Kindergarten.....	15
Kindergarten Scope and Sequence.....	18
Learning Objectives for 1st Grade.....	20
Grade 1 Scope and Sequence.....	23
Learning Objectives for 2nd Grade.....	24
Grade 2 Scope and Sequence.....	28
Learning Objectives for 3rd Grade.....	29
Grade 3 Scope and Sequence.....	31
Learning Objectives for 4th Grade.....	32
Grade 4 Scope and Sequence.....	34
Learning Objectives for 5th Grade.....	36
Grade 5 Scope and Sequence.....	36
<b>MIDDLE SCHOOL: GRADES 6-8.....</b>	<b>39</b>
Learning Objectives for 6th Grade.....	41
Grade 6 Scope and Sequence.....	41
Learning Objectives for 7th Grade.....	44
Grade 7 Scope and Sequence.....	44
Learning Objectives for 8th Grade.....	47
Grade 8 Scope and Sequence.....	48
Scope and Sequence: High School Courses that May Be Taken in Middle School.....	50
<b>HIGH SCHOOL: GRADES 9-12.....</b>	<b>53</b>
<b>High School Course Scope and Sequence.....</b>	<b>55</b>
Mathematics Courses.....	55
English Language Arts (ELA) Courses.....	60
Social Studies/History Courses.....	65
Science Courses.....	67
World/Foreign Language Courses.....	70
Bible/Religion Courses.....	72
Electives Courses: General.....	74
Electives Courses: Performing Fine Arts.....	77
Electives Courses: Physical Education.....	80

Electives Courses: Practical Arts & Vocational.....	82
<b>CAMPUS SCHOOL CLASS INFORMATION.....</b>	<b>85</b>
ENGLISH LANGUAGE ARTS.....	87
BARTON READING & SPELLING SYSTEM.....	87
GUIDED READING GROUPS FOR GRADES K-8.....	88
9TH GRADE READING.....	89
World Literature Class Syllabus.....	90
American Literature Class Syllabus.....	98
British Literature Class Syllabus.....	104
Writing 1 Class Syllabus.....	110
Writing 2 Class Syllabus.....	115
Writing 3 Class Syllabus.....	118
SOCIAL STUDIES.....	120
Economics Class Syllabus.....	121
U.S. Government Class Syllabus.....	123
SCIENCE.....	133
ASTRONOMY HONORS w/LAB.....	134
BIOLOGY DISSECTION LAB.....	135
EARTH SPACE SCIENCE LAB.....	135
WORLD/FOREIGN LANGUAGE.....	136
AMERICAN SIGN LANGUAGE 1 & 2.....	138
SPANISH 1 & 2.....	139
GENERAL ELECTIVES.....	140
Dave Ramsey’s Foundations in Personal Finance Class Syllabus.....	142
PERFORMING FINE ARTS ELECTIVES.....	149
CALLIGRAPHY & LETTERING CLASS.....	150
2-D/3-D ART CLASSES.....	151
STRING ENSEMBLE CLASS.....	151
PIANO KEYBOARDING CLASS.....	152
UKULELE CLASS.....	152
GUITAR CLASS.....	153
MUSIC THEORY & APPRECIATION CLASS.....	154
CHORUS CLASS.....	154
EARLY ELEMENTARY MUSIC: DISCOVER MUSIC 1.....	155
UPPER ELEMENTARY MUSIC: DISCOVER MUSIC 2.....	155
MIDDLE/HIGH SCHOOL MUSIC: EXPLORE MUSIC.....	156
VOCATIONAL ELECTIVES.....	158
Cooking Class Syllabus.....	160
Sewing Class Syllabus.....	162
<b>RESOURCES.....</b>	<b>163</b>

# CURRICULUM INFORMATION

## CURRICULUM CHOICE POLICY

Education should begin with the foundation of the Bible as the inspired Word of God, the standard of truth in every field of knowledge, and the measure of every moral issue. Education is the training of a society in the basic values, goals, and standards of that society. Christian parents are commanded by God to instruct their children in the ways of His values, goals, and standards (Proverbs 22:6 and Ephesians 6:4).

To provide learning with an equitable opportunity for achievement, CIAS staff administers a learning styles inventory and diagnostic and placement assessments in the following areas: mathematics, English grammar, and reading comprehension. For home-based students, review of previous achievement results may be considered.

Utilizing this data and considering the scope and sequence flow, the staff works with parents to carefully select individualized, quality curriculum for all students which also addresses students' learning styles/intelligences, their cognitive abilities, and any learning differences or considerations. This individualized approach, combined with one-on-one access to teachers, parents, and/or tutors, provides an optimal opportunity for students' successful mastery of content.

Christian private school teachers and homeschooling parents can use an almost unlimited list of excellent and high quality curricula and coursework. CIAS utilizes an eclectic approach to choosing curriculum, utilizing a wide variety of curriculum that is differentiated to challenge our students academically and address each student's academic needs. The curriculum that CIAS uses is a mixture of mostly Christian and some secular. Curricula that are acceptable have been chosen based on the following criteria:

- Publisher's reputation
- Academic and scholastic excellence
- Alignment with CIAS' Christian values and educational philosophy

We do not advocate the "unschooling" methodology or use of secular religion/pagan curricula.

CIAS administration reserves the right to suggest curriculum change or require tutoring lessons if an enrolled student has not made adequate progress as revealed by achievement testing.

## **CURRICULUM RESOURCES**

The list of approved curricula includes, but is not limited to, the following sources:

Accelerated Christian Education (ACE)  
Alpha Omega (Lifepacs, Switched-on-Schoolhouse, etc.)  
Apologia: <https://www.apologia.com/>  
Barton Reading & Spelling System  
Educators Publishers Services/School Specialty (Explode the Code, Writing Skills, etc.)  
Five in a Row (a Charlotte Mason method of unit study)  
Florida Virtual School (FLVS Flex)  
Harcourt Brace  
Kayes Logic of English Manuscript  
Modern Curriculum Press  
Mr. D's Math (Dennis DiNoia): <https://mrdmath.com/>  
My Father's World: <https://www.mfwbooks.com/>  
Mystery of History  
Nicole the Math Lady (video lessons for Saxon Math): <https://nicolethemathlady.com/saxon-math/>  
Notgrass History: <https://shop.notgrass.com/>  
Pearson  
Rod & Staff Publishers  
Saxon Math  
Scholastic  
Sonlight  
Spelling Power  
Teaching Textbooks Math  
Teaching Saxon (Art Reed): <https://teachingsaxon.com/>  
The Good and the Beautiful: <https://www.goodandbeautiful.com/>  
Writing With A Purpose

### **Catholic Curricula:**

Catholic Heritage Curricula: <https://www.chcweb.com/catalog/>  
Kolbe Academy: <https://www.kolbe.org/>  
Loyola Press: <https://www.loyolapress.com/>  
St. Mary's Press: [https://www.smp.org/category/Catholic-Homeschool-Curriculum-and-Products/?per\\_page=all](https://www.smp.org/category/Catholic-Homeschool-Curriculum-and-Products/?per_page=all)  
Mother of divine Grace School Curriculum: <https://modg.org/curriculum>  
Seton Home Study School: <https://www.setonhome.org/>  
Mega Catholic Homeschooling Curriculum List: <https://www.heartofamother.net/curriculum/>  
Catholic Homeschooling Curriculum and Resources:  
<https://www.homeschool.com/articles/catholic-homeschooling/>

### **EDUCATIONAL & CURRICULUM RESOURCES:**

<http://www.christianbooks.com>  
<http://www.rainbowresources.com>  
<https://www.learningresources.com/>

# **GENERAL CURRICULA POLICIES**





# General Policies Regarding High School Courses & Credits

## GRADE LEVELS OF CURRICULA

High school credits may be earned for completing a wide variety of grade-appropriate curricula. For instance, if a course is labeled Algebra 1, it can be awarded one Algebra 1 credit or two Algebra 1A/1B credits upon completion.

### Exceptions to this policy:

ESE/SPED students typically assess below grade level. Therefore, their English courses may be adjusted accordingly. I.e. A 9th grade ESE/SPED student may earn high school English 1 credit for completing Easy Grammar Plus or English ACE Paces 1061-1072 with Tier 3 RTI (one-on-one tutoring/instruction).

## STANDARDS OF PROGRESSION

Students typically progress from a lower level course to an upper level course. Exceptions to this would include courses taken for Grade Forgiveness purposes, or other progressions as agreed upon by the CIAS Principal/administration.

### Mathematics:

1. Algebra 1 (or Algebra 1A & 1B) and Geometry are the two specified mathematics credit requirements in the Florida B.E.S.T. standards.
2. CIAS students may choose from the following list of science courses/credits to receive high school credit:
  - a. Remedial Math- Math 7 (ESE/SPED)- regular
  - b. Basic Math- Pre-Algebra (ESE/SPED & AC)- regular
  - c. Algebra 1A & 1B (ESE/SPED & AC)- regular
  - d. Algebra 1 (AC & CP)- regular & honors
  - e. Algebra 2 (AC & CP)- regular & honors
  - f. Geometry (not Plane) (ESE/SPED, AC & CP)- regular & honors
  - g. Pre-Calculus (AC & CP)- regular & honors
  - h. Calculus (AC & CP)- regular & honors
  - i. Trigonometry (AC & CP)- regular & honors
  - j. Business Math (ESE/SPED & AC)- regular
  - k. Any mathematics Dual Enrollment course at Pensacola State College, the University of West Florida, or other affiliated colleges/universities (some college-level science courses have high school-level prerequisites)
3. Math courses should be taken in a specific order of progression. A student's progress from one level of science course to the next will vary according to the curriculum used and the type of diploma plan the student is following.
  - a. ESE/SPED High School Diploma Program Courses may include the following courses/classes/credits:
    - i. Remedial Math- Math 7- regular

- ii. Basic Math- Pre-Algebra- regular
- iii. Algebra 1A & 1B- regular
- iv. Geometry (not Plane)- regular
- b. Academic High School Diploma Program may include the following courses/classes/credits:
  - i. Algebra 1A & 1B- regular
  - ii. Algebra 1- regular & honors
  - iii. Algebra 2- regular & honors
  - iv. Geometry (not Plane)- regular & honors
  - v. Pre-Calculus- regular & honors
  - vi. Business Math- regular
- c. College preparatory High School Diploma Program may include the following courses/classes/credits:
  - i. Algebra 1- regular & honors
  - ii. Algebra 2- regular & honors
  - iii. Geometry (not Plane)- regular & honors
  - iv. Pre-Calculus- regular & honors
  - v. Calculus- regular & honors
  - vi. Trigonometry- regular & honors
  - vii. Any mathematics Dual Enrollment course at Pensacola State College, the University of West Florida, or other affiliated colleges/universities (some college-level science courses have high school-level prerequisites)

**English Language Arts (ELA):**

- 4. English 1, 2, 3, and 4 are core academic credits and include grammar and mechanics, writing and literature elements. Literature classes may also count as core academic credits. Writing classes count as elective credits.
- 5. Typically, a student should finish English 1 before taking English 2 (an EN core credit) or taking World Literature class (an EN elective credit). ESE/SPED students may not follow this pattern.
- 6. Students may take English 2 simultaneously with World Literature.
- 7. Students may take English 3 & 4 simultaneously with either American Literature or British Literature according to our bi-annual Campus School class schedule.

**Science:**

- 1. Biology 1 with a significant lab element is the only specified science credit requirement in the Florida B.E.S.T. standards.
- 2. Two substantial science labs are required from all CIAS graduates; this is also a B.E.S.T. standard.
- 3. CIAS students may choose from the following list of science courses/credits to receive high school credit:
  - a. Integrated Science 1 (ESE/SPED)- regular
  - b. Integrated Science 2 (ESE/SPED)-regular
  - c. Earth Space Science w/lab (ESE/SPED & AC)- regular & honors
  - d. Biology 1 w/Lab (ESE/SPED, AC, & CP)- regular & honors
  - e. Physical Science (AC & CP)- regular & honors
  - f. Chemistry (AC & CP)- regular & honors
  - g. Astronomy (ESE/SPED, AC & CP)- honors only
  - h. Marine Biology (AC & CP)- regular & honors

- i. Environmental Science- regular & honors
  - j. Advanced Biology/Anatomy & Physiology (CP)- regular & honors
  - k. Any biological or physical science Dual Enrollment course at Pensacola State College, the University of West Florida, or other affiliated colleges/universities (some college-level science courses have high school-level prerequisites)
4. The order in which a student completes his/her science courses may vary, but should follow the level of difficulty of the course. For example, a student following an Academic Diploma Plan using ACE curriculum may follow a different progression from a student following a College Preparatory Diploma Plan using Apologia curricula. Some science courses/classes may be taken in any order, such as Astronomy Honors, Marine Biology, Anatomy & Physiology, and Dual Enrollment classes, etc., while others have a specific progression, such as taking Physical Science before Chemistry.
  5. Students following College Preparatory Diploma Plans may take different courses from students following an Academic Diploma Plan, or an Adjusted/ESE/SPED Diploma Plan.
  6. Science courses should be taken in a specific order of progression. A student's progress from one level of science course to the next will vary according to the curriculum used and the type of diploma plan the student is following.
    - a. ESE/SPED High School Diploma Program Courses may include the following courses/classes/credits:
      - i. Integrated Science 1- regular
      - ii. Integrated Science 2 -regular
      - iii. Earth Space Science w/lab- regular
      - iv. Biology 1 w/Lab- regular
      - v. Environmental Science- regular & honors
    - b. Academic High School Diploma Program may include the following courses/classes/credits:
      - i. Earth Space Science w/lab- regular & honors
      - ii. Biology 1 w/Lab- regular & honors
      - iii. Environmental Science- regular & honors
      - iv. Physical Science- regular & honors
      - v. Astronomy- honors only
    - c. College preparatory High School Diploma Program may include the following courses/classes/credits:
      - i. Biology 1 w/Lab- regular & honors
      - ii. Physical Science- regular & honors
      - iii. Chemistry- regular & honors
      - iv. Astronomy- honors only
      - v. Marine Biology- regular & honors
      - vi. Environmental Science- regular & honors
      - vii. Advanced Biology/Anatomy & Physiology- regular & honors
      - viii. Any biological or physical science Dual Enrollment course at Pensacola State College, the University of West Florida, or other affiliated colleges/universities (some college-level science courses have high school-level prerequisites)
    - d. For example, courses/classes can be mixed & matched:
      - i. A student may progress from a high school level Biology to Marine Biology and Advanced Biology/Anatomy and Physiology.
      - ii. A student may progress from a high school level Biology course to Astronomy and Environmental Science

- iii. A student may take a high school level Biology course with a lab and then take two college-level Dual Enrollment science courses (both with a lab).
- e. Curriculum-specific progression examples:
  - i. A student following an Adjusted/ESE/SPED Diploma Plan and using ACE curriculum may progress from Integrated Science 2 (Paces 1073-1084) to Earth Space Science (Paces 1085-1096) to Biology (Paces 1097-1108).
  - ii. A student following an Academic Diploma Plan and using ACE curriculum may progress from Earth Space Science (Paces 1085-1096) to Biology (Paces 1097-1108) to Physical Science (1109-1120).
  - iii. A student following a College Preparatory Diploma Plan and using ACE curriculum may progress from Biology (Paces 1097-1108) to Physical Science (1109-1120) and then Chemistry (Paces 1121-1132).

## **SUBJECT AREAS**

CIAS uses course Subject Areas as delineated and updated by CPalms

(<https://www.cpalms.org/Public/search/course>), as well as in conjunction with the Subject Areas listed on the Bright Futures Course Table (<https://sso.osfaffelp.org/BFIEHS/Course/ComprehensiveCourse>).

For example, English 1, 2, 3 and 4 are labeled as EN, whereas Writing 2 is labeled as EL; Biology is labeled as BI, whereas Physical Science is labeled EQ.

	<b>SUBJECT AREA:</b>
MATHEMATICS	(A1/GE/MA)
ENGLISH	(EN)
WORLD HISTORY	(WH)
US HISTORY	(AH)
US GOVERNMENT	(AG)
ECONOMICS	(EC)
SCIENCE	(BI/EQ/SC)
WORLD LANGUAGE	(FL)
BIBLE	(BB)
PRACTICAL ARTS	(PA)
PERFORM FINE ARTS	(PF)
VOCATIONAL	(VO)
PERSONAL FITNESS	(PE)
ELECTIVES	(EL)
VOL COMMUNITY SERVICE	(CS)

# **ELEMENTARY SCHOOL: GRADES K-5**



# Learning Objectives for Kindergarten

## **ORAL/AURAL LANGUAGE SKILLS**

Speaks in complete sentences  
Speaks clearly  
Follows oral directions  
Can give directions  
Uses sentences that include two or more ideas  
Uses descriptive language  
Knows by heart and recites some common nursery rhymes or songs  
Tells or retells stories and/or everyday experiences  
Expresses ideas so that others can understand

## **READING SKILLS**

Recites the alphabet  
Identifies capital letters  
Identifies lower case letters  
Demonstrates knowledge of consonant sounds  
Demonstrates knowledge of long and short vowel sounds  
Identifies parts of a book (front cover, back cover, title page)  
Listens with interest to stories read aloud  
Moves left to right and top to bottom on the printed page  
Identifies rhyming words  
Can produce rhyming words  
Recognizes some common words in print  
Uses titles, headings, and illustrations to predict topic of a text  
Can explain the difference between fact and fiction  
Can identify opposites  
Can read consonant-vowel-consonant words  
Can spell consonant-vowel-consonant words  
Describes main character(s), setting, and important events in a story  
Includes a beginning, middle, and end when retelling a story

## **WRITING SKILLS**

Holds and uses crayons, markers, pens, and pencils correctly  
Prints capital letters neatly  
Prints lower case letters neatly  
Uses correct grammar, punctuation, capitalization, and spelling  
Tells a story using pictures  
Writes familiar words  
Can read and write first and last name

## **MATHEMATICS CONCEPTS**

Counts orally 1-100  
Counts by 10 to 100  
Counts by 5 to 100  
Counts by 2 to 20  
Counts backward from 10  
Recognizes numbers 1-20  
Recognizes numbers 1-100  
Compares numbers 1-100 as before or after and larger or smaller  
Can count objects up to 20  
When given a number up to 20 can count out that many objects  
Identifies positions of objects with words like first, second, etc.  
Compares numbers 0-20 using the terms less than, equal to, or greater than  
Understands the symbols: +(plus), -(minus), =(equal)  
Can write numbers 1-10  
Can add two numbers with totals up to 10



Can subtract two single digit numbers  
Solves addition and subtraction problems using objects or drawings  
Compares measurement of weight as heavier/lighter  
Compares measurement of volume as more/less  
Compares measurement of length as longer/shorter  
Identifies circles, triangles, rectangles, and squares  
Identifies spheres, cubes, cones, and cylinders  
Can sort objects into categories and compare those categories by amount  
Recognizes parts of clock  
Can tell time to the hour  
Can tell time to the half-hour  
Knows the days of the week  
Knows the months of the year  
Can identify the month and days on a calendar  
Identifies penny, nickel, dime, quarter, and dollar  
Can identify simple patterns or sequences

### **SOCIAL STUDIES CONCEPTS**

Understands common community jobs  
Knows the meaning of holidays/traditions  
Understands the concept of history as real stories of other times  
Understands past, present, and future  
Understands that people use maps/globes to identify and locate places  
Understands that there are other countries/cultures

### **SCIENCE CONCEPTS**

Knows parts of the body (eyes, nose, ears, hands, feet, etc.)  
Knows the five senses  
Understands that hygiene can affect health  
Knows basic hygiene  
Recognizes common animals  
Recognizes common plants  
Can classify living things into different categories (plant, animal, insect, etc.)  
Can name some farm animals  
Can name some jungle animals  
Can name some sea creatures  
Can name some baby animals  
Can distinguish between living and nonliving things  
Understands that all living things have basic needs  
Knows how to care for a pet  
Can identify the Sun, Moon, stars, and Earth  
Knows that the Sun supplies heat and light  
Knows about weather patterns and seasons  
Knows about temperature  
Knows basic colors  
Matches or groups objects according to size, shape, or color  
Groups objects that are the same  
Describes how objects are the same or different

### **SOCIAL SKILLS**

Uses words like please, thank you, and excuse me  
Follows simple directions  
Follows rules and routines  
Asks for help  
Listens to others for short periods of time without interrupting  
Covers mouth when coughing or sneezing  
Knows how to take turns  
Participates in clean-up activities  
Interacts appropriately with adults  
Participates in group activities

Uses words to resolve conflict  
Tries to regulate emotions properly and articulates feelings in words

**MOTOR SKILLS**

Puts together simple puzzles  
Cuts with scissors  
Can stand on 1 foot for at least 5 seconds (either foot)  
Can hop with both feet together  
Can catch a large ball  
Can throw a large ball  
Can skip  
Can march

**GENERAL SKILLS**

Can memorize short Bible verses  
Takes care of books and belongings  
Is not easily distracted  
Knows first and last name  
Knows age  
Knows parent/guardian name(s)  
Knows telephone number  
Knows home address  
Knows right from left

Updated 3/13/23.LG

# Kindergarten Scope and Sequence

Course Name:	Course Description and/or Learning Objectives:	Curricula:
<b>MATHEMATICS</b>		
Math K5	Description of LO's	Teaching Textbooks
		A Beka (Umbrella School only)
		BJUP
		Saxon Math
		FLVS Flex
		Math-U-See
		Alpha Omega Horizons
		AO Switched on Schoolhouse
		AO Monarch & Lifepacs
		ACE Paces #
		The Good and the Beautiful
		Apologia
<b>LANGUAGE ARTS:</b>		
Grammar & Mechanics		ACE Paces #
		Easy Grammar
		Shurley English
		A Beka (Umbrella School only)
		Alpha Omega
		BJUP
		The Good and the Beautiful
		My Father's World
Phonics		Barton System of Reading & Spelling
Phonics		Explode the Code by School Speciality/EPS
		Saxon
		A Beka
		BJUP
		Alpha Omega
		Crist Centered Curriculum
		Hooked on Phonics
		Sing Spell Read & Write
		The Good and the Beautiful
		My Father's World

Reading		
Spelling		
Handwriting/Cursive		
Social Studies/History		
Map Skills		
Science		
Health		
Social Emotional Learning (SEL)		

# Learning Objectives for 1st Grade

## **ORAL/AURAL LANGUAGE SKILLS**

Speaks in complete sentences  
Speaks clearly  
Speaks at an appropriate volume  
Follows oral directions that involve a series of steps  
Uses sentences that include two or more ideas  
Uses descriptive language  
Can describe an object using two or more properties  
Uses "I" and "me" correctly  
Knows by heart and recites some common nursery rhymes or songs  
Tells or retells stories and/or experiences  
Comprehends what is read aloud to him/her  
Expresses ideas so that others can understand

## **READING SKILLS**

Reads at an appropriate pace  
Reads aloud at an appropriate volume  
Demonstrates knowledge of consonant sounds  
Demonstrates knowledge of long and short vowel sounds  
Locates parts of a book (title, table of contents, author)  
Listens with interest to stories read aloud  
Understands and interprets stories  
Moves left to right and top to bottom on the printed page  
Identifies rhyming words  
Can produce rhyming words  
Recognizes grade level sight words in print  
Uses titles, headings, and illustrations to predict the topic of a text  
Comprehends what he/she reads silently  
Comprehends what he/she reads aloud  
Can identify frequently occurring base words  
Can identify unknown words using word relationships and context clues  
Reads some compound words and contractions  
Reads words in common word families  
Can explain the difference between fact and fiction  
Can identify synonyms and antonyms  
Can read consonant-vowel-consonant words  
Can spell consonant-vowel-consonant words  
Describes main character(s), setting, and important events in a story  
Can identify and explain the moral of a story  
Can identify an author's opinion  
Can explain who is telling the story using context clues  
Includes a beginning, middle, and end when retelling a story

## **WRITING SKILLS**

Holds and uses crayons, markers, pens, and pencils correctly  
Prints capital letters neatly  
Prints lower case letters neatly  
Uses correct grammar, punctuation, capitalization, and spelling  
Can write a narrative with correctly-sequenced events and a sense of closure  
Uses subject-verb agreement in simple sentences  
Uses pronouns appropriately  
Prints uniformly and legibly  
Can read and write first and last name

## **MATHEMATICS CONCEPTS**

Counts from 1-100  
Counts by 10 to 100  
Counts by 5 to 100  
Counts by 2 to 20  
Counts backward from 10  
Recognizes numbers 0-100  
Compares numbers 1-100 as before, between, or after  
Can count objects up to 25  
When given a number up to 25 can count out that many objects  
Uses ordinal numbers first to tenth  
Compares numbers 0-100 using the terms less than, equal to, or greater than  
Understands the symbols: <(less than), >(greater than),  
Understands the symbols: +(plus), -(minus), =(equal)  
Can write numbers 0-100  
Can write number words 0-10  
Can add two numbers without regrouping  
Can add two numbers with regrouping  
Can subtract two-digit problems without borrowing  
Can solve addition and subtraction problems using objects or drawings  
Can solve addition and subtraction problems without using objects or drawings  
Understands fraction concepts of whole, half, third, and fourth  
Can identify place values of ones and tens  
Can plot positive whole numbers on a number line  
Compares measurement of weight as heavier/lighter  
Compares measurement of volume as more/less  
Compares measurement of length as longer/shorter  
Identifies circles, triangles, rectangles, and squares  
Identifies spheres, cubes, cones, and cylinders  
Can tell time to the hour  
Can tell time to the half-hour  
Knows the days of the week  
Knows the months of the year  
Can identify the month, days, date, and year on a calendar  
Identifies penny, nickel, dime, quarter, and dollar  
Knows the value of a penny, nickel, dime, quarter, and dollar  
Can add coins totaling up to a dollar  
Understands the symbols: ¢(cent) and \$(dollar)  
Can identify simple patterns or sequences and extend them

### **SOCIAL STUDIES CONCEPTS**

Understands common community jobs  
Knows the meaning of holidays/traditions  
Knows different modes of transportation (car, bus, boat, plane, etc.)  
Can read simple maps  
Knows about different countries and cultures  
Understands that people living in different places may have different needs  
Understands the concept of history as real stories of other times  
Understands past, present, and future  
Recognizes that people have different cultures and traditions  
Knows some significant US individuals (presidents, historical figures, etc.)  
Recognizes some US landmarks (White House, Statue of Liberty, etc.)  
Understands that US citizens vote for elected officials, like the president

### **SCIENCE CONCEPTS**

Understands that objects can be classified by properties (color, shape, etc.)  
Knows that the same material can exist in different states (solid, liquid, gas)  
Understands the concept of habitats and can distinguish differences  
Can identify the Sun, Moon, stars, and Earth  
Understands that all living things have basic needs  
Can name the seasons and give a simple explanation of their differences

Understands the importance of eating well and getting enough sleep  
Knows parts of the body (eyes, nose, ears, hands, feet, etc.)  
Knows the five senses and the sense organs that correspond to them  
Understands that hygiene can affect health  
Understands that magnets attract(pull), repel(push)  
Recognizes common animals  
Recognizes common plants  
Can classify living things into different categories (plant, animal, insect, etc.)  
Can name some farm animals  
Can name some jungle animals  
Can name some sea creatures  
Can name some baby animals  
Can distinguish between living and nonliving things  
Understands that all living things have basic needs  
Knows how to care for a pet  
Knows that the Sun supplies heat and light  
Knows about temperature  
Matches or groups objects according to size, shape, or color  
Groups objects that are the same  
Describes how objects are the same or different

### **SOCIAL SKILLS**

Uses words like please, thank you, and excuse me  
Follows simple directions  
Follows rules and routines  
Asks for help  
Listens to others for short periods of time without interrupting  
Covers mouth when coughing or sneezing  
Knows how to take turns  
Participates in clean-up activities  
Interacts appropriately with adults  
Participates in group activities  
Uses words to resolve conflict  
Tries to regulate emotions properly and articulates feelings in words

### **MOTOR SKILLS**

Puts together simple puzzles  
Cuts with scissors  
Can stand on 1 foot for at least 10 seconds (either foot)  
Can hop with both feet together  
Can hop on 1 foot (either foot)  
Can catch a large ball  
Can throw a large ball  
Can skip  
Can march

### **GENERAL SKILLS**

Can memorize short Bible verses  
Takes care of books and belongings  
Is not easily distracted  
Knows first and last name  
Knows age  
Knows parent/guardian name(s)  
Knows telephone number  
Knows home address  
Knows right from left

Updated 3/13/23.LG

# Grade 1 Scope and Sequence

<b>Course Name:</b>	<b>Course Description and/or Learning Objectives:</b>	<b>Curricula:</b>
<b>MATHEMATICS</b>		
Math 1	Description of LO's	Teaching Textbooks
		A Beka (Umbrella School only)
		BJUP
		Saxon Math
		FLVS Flex
		Math-U-See
		Alpha Omega Horizons
		AO Switched on Schoolhouse
		AO Monarch & Lifepacs
	Reviews and learns numbers in symbol, name, and number words from zero to ten . Counts and writes from zero to one hundred . Solves simple addition, subtraction, and word problems. Learns to tell time. Learns the concept of money and counting coins with pennies, nickels, and dimes . Reviews length comparison: longer and shorter . Learns liquid measurements: cups, pints, and quarts . Reviews recognition of basic shapes. Reviews order of numbers: before, between, after; and contrasting numbers—same, not the same, more than, and less than	ACE Paces #1001-1012
		The Good and the Beautiful
		Apologia
<b>LANGUAGE ARTS:</b>		
Grammar & Mechanics		ACE Paces #
		Easy Grammar
		Shurley English
		A Beka (Umbrella School only)
		Alpha Omega
		BJUP
		The Good and the Beautiful
		My Father's World
Phonics		Barton System of Reading & Spelling
Phonics		Explode the Code by School Speciality/EPS
		Saxon
		A Beka
		BJUP
		Alpha Omega
		Crist Centered Curriculum



		Hooked on Phonics
		Sing Spell Read & Write
		The Good and the Beautiful
		My Father's World
Reading		
Spelling		
Handwritng/Cursiv e		
Social Studies/History		
Map Skills		
Science		
Health		
Social Emotional Learning (SEL)		

# Learning Objectives for 2<sup>nd</sup> Grade

## **ORAL/AURAL LANGUAGE SKILLS**

Speaks in complete sentences  
Speaks clearly  
Speaks at an appropriate volume  
Follows oral directions that involve a series of steps  
Uses sentences that include two or more ideas  
Uses descriptive language  
Can describe an object using two or more properties  
Uses "I" and "me" correctly  
Knows by heart and recites some common nursery rhymes or songs  
Tells or retells stories and/or experiences  
Comprehends what is read aloud to him/her  
Expresses ideas so that others can understand

## **READING SKILLS**

Reads at an appropriate pace  
Reads at an appropriate volume  
Demonstrates knowledge of consonant sounds  
Demonstrates knowledge of long and short vowel sounds  
Can decode words with variable vowel teams and vowel diphthongs  
Locates parts of a book (title, table of contents, author)  
Listens with interest to stories read aloud  
Understands and interprets stories  
Identifies rhyming words  
Can produce rhyming words  
Recognizes grade level sight words in print  
Uses titles, headings, and illustrations to predict the topic of a text  
Comprehends what he/she reads silently  
Comprehends what he/she reads aloud  
Can identify frequently occurring base words  
Can identify unknown words using word relationships and context clues  
Reads compound words and contractions  
Reads words in common word families  
Can explain the difference between fact and fiction  
Can identify synonyms and antonyms  
Can read more complex words than consonant-vowel-consonant words  
Can spell more complex words than consonant-vowel-consonant words  
Describes main character(s), setting, and important events in a story  
Can identify and explain the moral of a story  
Can identify an author's opinion  
Can explain who is telling the story using context clues  
Includes a beginning, middle, and end in order when retelling a story

## **WRITING SKILLS**

Holds and uses crayons, markers, pens, and pencils correctly  
Prints capital letters neatly  
Prints lower case letters neatly  
Uses correct grammar, punctuation, capitalization, and spelling  
Can write a narrative with correctly sequenced events and a sense of closure  
Uses subject-verb agreement in original sentences  
Uses pronouns appropriately  
Prints uniformly and legibly  
Can read and write first and last name

## **MATHEMATICS CONCEPTS**

Can count by 2's, 5's, and 10's  
Compares numbers 1-500 as before, between, or after  
Compares numbers 0-500 using the terms less than, equal to, or greater than  
Understands the symbols: <(less than), >(greater than),  
Understands the symbols: +(plus), -(minus), =(equal)  
Can read numbers 0 to 500  
Can write numbers 0 to 500  
Can identify odd and even numbers  
Can write number words  
Can add 2- and 3-digit numbers  
Can add with regrouping  
Can subtract 2- and 3-digit numbers with borrowing  
Can solve addition and subtraction problems using objects or drawings  
Can solve addition and subtraction problems without using objects or drawings  
Understands the relationship of multiplication to addition  
Understands fraction concepts of whole, half, third, and fourth  
Can identify place values of ones, tens, and hundreds  
Can plot positive whole numbers on a number line  
Can measure weight by pounds and ounces  
Can measure volume by cups, pints, quarts, and gallons  
Can measure length by inches and centimeters  
Identifies circles, triangles, rectangles, and squares  
Identifies spheres, cubes, cones, and cylinders  
Can collect and record data using tallies, lists, charts, and graphs  
Can read and interpret graphs and charts  
Can tell time to the hour  
Can tell time to the half-hour  
Can tell time by 15 minute increments  
Knows the days of the week  
Knows the months of the year  
Can identify the month, days, date, and year on a calendar  
Identifies penny, nickel, dime, quarter, and dollar  
Knows the value of a penny, nickel, dime, quarter, and dollar  
Can add coins totaling more than a dollar  
Understands the symbols: ¢(cent) and \$(dollar)  
Can identify simple patterns or sequences and extend them

### **SOCIAL STUDIES CONCEPTS**

Can identify the differences between common jobs  
Knows the meaning of holidays/traditions  
Can read simple maps  
Can name the country he/she lives in  
Can name the state he/she lives in  
Knows about different countries and cultures  
Understands that people living in different places may have different needs  
Understands the concept of history as real stories of other times  
Understands past, present, and future  
Recognizes that people have different cultures and traditions  
Knows some significant US individuals (presidents, historical figures, etc.)  
Recognizes some US landmarks (White House, Statue of Liberty, etc.)  
Knows seven continents

### **SCIENCE CONCEPTS**

Understands that objects can be classified by properties (color, shape, etc.)  
Knows that the same material can exist in different states (solid, liquid, gas)  
Understands the concept of habitats and can distinguish differences  
Can identify the Sun, Moon, stars, and Earth  
Understands that all living things have basic needs  
Can name the seasons and explain their differences  
Understands the importance of eating well and getting enough sleep

Knows the five senses and the sense organs that correspond to them  
Understands that hygiene can affect health  
Understands that magnets attract(pull), repel(push)  
Recognizes common animals  
Recognizes common plants  
Can classify living things into different categories (plant, animal, insect, etc.)  
Can name some farm animals  
Can name some jungle animals  
Can name some sea creatures  
Can name some baby animals  
Can distinguish between living and nonliving things  
Understands that all living things have basic needs  
Knows how to care for a pet  
Knows that the Sun supplies heat and light  
Knows about temperature  
Matches or groups objects according to size, shape, or color  
Groups objects that are the same  
Describes how objects are the same or different

### **SOCIAL SKILLS**

Uses words like please, thank you, and excuse me  
Follows directions  
Follows rules and routines  
Asks for help  
Listens to others for short periods of time without interrupting  
Covers mouth when coughing or sneezing  
Knows how to take turns  
Participates in clean-up activities  
Interacts appropriately with adults  
Participates in group activities  
Uses words to resolve conflict  
Tries to regulate emotions properly and articulates feelings in words

### **MOTOR SKILLS**

Puts together simple puzzles  
Cuts with scissors  
Can stand on one foot for longer than 10 seconds (either foot)  
Can hop with both feet together  
Can hop on right foot (Is the student right handed? Yes \_\_\_\_ No \_\_\_\_ )  
Can hop on left foot  
Can catch a large ball  
Can throw a large ball  
Can skip  
Can march  
Can do a jumping jack

### **GENERAL SKILLS**

Can memorize short Bible verses  
Takes care of books and belongings  
Is not easily distracted  
Knows first and last name  
Knows age  
Knows parent/guardian name(s)  
Knows telephone number  
Knows home address  
Knows right from left

# Grade 2 Scope and Sequence

<b>Course Name:</b>	<b>Course Description and/or Learning Objectives:</b>	<b>Curricula:</b>
<b>MATHEMATICS</b>		
Math 2	Description of LO's	Teaching Textbooks
		A Beka (Umbrella School only)
		BJUP
		Saxon Math
		FLVS Flex
		Math-U-See
		Alpha Omega Horizons
		AO Switched on Schoolhouse
		AO Monarch & Lifepacs
	Continues learning to add and subtract, to carry and borrow 2- and 3-digit numbers, solves word problems, and works addition and subtraction facts vertically and horizontally . Completes timed drills and oral drills. Learns to relate multiplication to addition . Counts and writes by twos, fives, and tens; counts and writes from 1–500; writes numbers in place values of 1s, 10s, and 100s; and writes numbers on a calendar . Recognizes and writes number words. Learns to identify odd and even numbers . Reviews telling time. Reviews numbers that are greater than and less than. Learns to relate cent signs to pennies, nickels, dimes, and quarters . Learns to measure objects in inches and centimeters, and compares equivalents for cups to pint, pints to quart, and quarts to gallon . Recognizes and constructs geometric shapes.	ACE Paces #1013-1024
		The Good and the Beautiful
		Apologia
<b>LANGUAGE ARTS:</b>		
Grammar & Mechanics		ACE Paces #
		Easy Grammar
		Shurley English
		A Beka (Umbrella School only)
		Alpha Omega
		BJUP
		The Good and the Beautiful
		My Father's World
Phonics		Barton System of Reading & Spelling
Phonics		Explode the Code by School Speciality/EPS
		Saxon
		A Beka

		BJUP
		Alpha Omega
		Crist Centered Curriculum
		Hooked on Phonics
		Sing Spell Read & Write
		The Good and the Beautiful
		My Father's World
Reading		
Spelling		
Handwiritng/Cursiv e		
Social Studies/History		
Map Skills		
Science		
Health		
Social Emotional Learning (SEL)		

# Learning Objectives for 3rd Grade

## LANGUAGE ARTS:

Phonics and reading-  
Review of all phonics rules  
Oral reading  
Reading comprehension  
Cursive writing  
Cursive writing formation 3/4-space high  
Creative writing  
Poetry  
Weekly spelling word list with vocabulary  
Sentence dictation using spelling words  
Writing-  
Writing process  
Complete sentences  
Creative writing, friendly letters  
Grammar-  
Punctuation and capitalization rules  
Recognition of simple nouns, subjects, verbs, adjectives  
Word usage  
Forming plurals and common contractions  
Recognition of antonyms, homonyms, synonyms  
Dictionary skills

## MATHEMATICS:

Recognition of place value of numbers  
Addition facts and checking addition problems with carrying  
Subtraction facts and checking problems with borrowing  
Multiplication tables 0-12 and multiplication problems with carrying  
How to show a multiplication six ways  
Division tables 0-12 and working and checking problems  
English and Metric measurements  
Telling time  
Roman numerals 1-1000  
Using a ruler  
Solving up to 4-step word/story problems  
Recognizing and solving number sequences/sentences  
Converting measures and solving measurement equations  
Recognizing and working with inequality signs (greater

than/less than)  
Counting money and solving money problems using decimal point system  
Solving problems involving parentheses  
Fraction terminology and basic understanding  
Averaging numbers  
Reading a thermometer  
Recognizing geometric shapes  
Finding unknown number in algebra equations

## HISTORY & SOCIAL STUDIES:

Continents and oceans of the world  
Study of world geography  
States of the United States  
Study of our American heritage through the lives of great Americans

## SCIENCE:

Plants  
Animals-  
Exploring the World of Vertebrates  
Exploring the World of Invertebrates  
Health and Human Biology  
Earth and Space-  
Exploring the Ocean  
Exploring the Weather  
Conservation  
Exploring the Desert, the Ocean, the Pond, the Forest, the Farmer's Field

## HEALTH:

Posture, Exercise  
Nutrition, Diet  
Cleanliness  
Fighting disease

## BIBLE

## ART

## MUSIC

## PHYSICAL FITNESS

# Grade 3 Scope and Sequence

<b>Course Name:</b>	<b>Course Description and/or Learning Objectives:</b>	<b>Curricula:</b>
<b>MATHEMATICS</b>		
Math 3	Description of LO's	Teaching Textbooks
		A Beka (Umbrella School only)
		BJUP
		Saxon Math
		FLVS Flex
		Math-U-See
		Alpha Omega Horizons
		AO Switched on Schoolhouse
		AO Monarch & Lifepacs
		ACE Paces #
		The Good and the Beautiful
		Apologia
<b>LANGUAGE ARTS:</b>		
Grammar & Mechanics		ACE Paces #
		Easy Grammar
		Shurley English
		A Beka (Umbrella School only)
		Alpha Omega
		BJUP
		The Good and the Beautiful
		My Father's World
Phonics		Barton System of Reading & Spelling
Phonics		Explode the Code by School Speciality/EPS
		Saxon
		A Beka
		BJUP
		Alpha Omega
		Crist Centered Curriculum
		Hooked on Phonics
		Sing Spell Read & Write
		The Good and the Beautiful
		My Father's World



Reading		
Spelling		
Handwiritng/Cursiv e		
Social Studies/History		
Map Skills		
Science		
Health		
Social Emotional Learning (SEL)		

# Learning Objectives for 4<sup>th</sup> Grade

## **LANGUAGE ARTS:**

### Reading-

- Oral reading
- Reading comprehension
- Speed reading

### Vocabulary

### Weekly spelling lists

### Cursive writing

### Grammar-

- 8 parts of speech
- Sentence structure
- 4 kinds of sentences
- Punctuation
- Capitalization
- Abbreviations
- Possessives
- Diagraming basic sentence patterns
- Troublesome words

### Dictionary skills

### Writing process

### Creative writing

### Gathering information

### Writing- friendly letters, book reports, research reports

## **MATHEMATICS:**

### Place value of whole numbers and decimals

### Mastery of operations

### Word problems

### Estimation

### English & metric measurements

### Measurement conversions

### Roman numerals

### Fractions- addition, subtraction, multiplication

### Averaging

### Divisibility rules

### Decimals

### Money- making change

### Thermometer reading

### Solving equations using addition and subtraction

### Graphs and scale drawing

### Basic geometric shapes

### Perimeter and area

### Using an English and metric ruler

### Time lapse

## **HISTORY & SOCIAL STUDIES:**

### Map skill studies

### Florida state history (optional)

### American History:

### Discovery

### Exploration

### The First Americans

### The English Come to America

### The New England Colonies

### The Middle and Southern Colonies

### Colonial Life

### The Great Awakening

### The French and Indian War

### The American War for Independence

### A New Nation

### National Growth

### The Civil War

### New Frontiers

### An Age of Progress

### Beyond Our Boundaries

### The World Wars

## **SCIENCE:**

### Plants

### Animals

### Insects

### Birds

### Geology

### Oceanography

### Astronomy

### Matter: Water, Air, and Weather

### Energy: Sound and Hearing

## **HEALTH:**

### Physical Fitness

### Basic Human Body Functions

### Taking Care of Your Teeth

### Personal Hygiene

### Good Grooming Keys

### Interpersonal Relationships

## **BIBLE**

## **ARTS & CRAFTS**

## **MUSIC**

## **PHYSICAL EDUCATION**

# Grade 4 Scope and Sequence

Course Name:	Course Description and/or Learning Objectives:	Curricula:
<b>MATHEMATICS</b>		
Math 4	Description of LO's	Teaching Textbooks
		A Beka (Umbrella School only)
		BJUP
		Saxon Math
		FLVS Fkex
		Math-U-See
		Alpha Omega Horizons
		AO Switched on Schoolhouse
		AO Monarch & Lifepacs
		ACE Paces #
		The Good and the Beautiful
		Apologia
<b>LANGUAGE ARTS:</b>		
Grammar & Mechanics		ACE Paces #
		Easy Grammar
		Shurley English
		A Beka (Umbrella School only)
		Alpha Omega
		BJUP
		The Good and the Beautiful
		My Father's World
Phonics		Barton System of Reading & Spelling
Phonics		Explode the Code by School Speciality/EPS
		Saxon
		A Beka
		BJUP
		Alpha Omega
		Crist Centered Curriculum
		Hooked on Phonics
		Sing Spell Read & Write
		The Good and the Beautiful
		My Father's World

Reading		
Spelling		
Handwriting/Cursive		
Social Studies/History		
Map Skills		
Science		
Health		
Social Emotional Learning (SEL)		

# Learning Objectives for 5<sup>th</sup> Grade

## LANGUAGE ARTS:

### Reading-

- Oral reading
- Reading comprehension
- Speed reading

### Vocabulary building

### Spelling lists weekly

### Cursive writing

### Grammar-

- Eight parts of speech
- Diagraming sentence patterns
- Punctuation
- Capitalization
- Word usage

### Writing-

- Sentences and sentence parts
- Synonyms, antonyms, homonyms
- Dictionary skills
- Thesaurus skills
- Letter writing
- Creative writing
- Outline writing
- Writing a research paper
- Writing book reports

## MATHEMATICS:

### Place value of whole numbers and decimals

### Order of operations

### Word problems

### Problem solving strategies

### Estimation

### English & metric measurements

### Measurement conversions

### Roman numerals

### Fractions- addition, subtraction, multiplication, division

### Decimals- addition, subtraction, multiplication, division

### Parts of a whole

### Factoring

### Averaging

### Divisibility rules

### Probability

### Intro to percent

### Integers & negative numbers

### Money- making change

### Thermometer reading

### Temperature scale conversions (Celsius & Fahrenheit)

### Solving algebraic equations by undoing

### Radicals- Squares & square roots

### Graphs and ordered pairs

### and scale drawing

### Basic geometric shapes

### Perimeter and area

### Using an English and metric ruler

### Rounding off numbers, money, decimals, mixed numbers

## HISTORY & SOCIAL STUDIES:

### Geography & Maps

### Introduction to world history

### Fertile Crescent

### Ancient Middle East

### Middle East Today

### Central and Southern Asia

### The Far East

### Egypt

### Africa Long Ago

### Africa in Modern Times

### Ancient Greece

### Rome

### Christianity

### England and the British Isles

### Western Europe

### Eastern Europe

### Australia and other lands

## SCIENCE:

### Life Science-

#### Mammals

#### Vertebrates

### Physical Science-

#### Energy

#### Force and motion

#### Electricity and magnetism

#### Engines: steam, internal combustion, jet propulsion, rocket engines

#### Light

#### Matter

### Earth Science-

#### Water, Air, Weather

#### Geology

#### Oceanography

#### Astronomy: Solar systems, Eight Planets, Stars, Moon, Sun

#### Conservation: land and sea

## HEALTH:

### Circulatory System

### Nutrition and Physical Fitness

### A Balanced Diet

### Daily Food Guide

### Maintaining Your Proper Weight

### Raising Your Rate of Metabolism

### Aerobic Endurance

### Muscular Strength and Flexibility

### Digestive System

## BIBLE

## MUSIC

## ARTS & CRAFTS

## PHYSICAL EDUCATION

# Grade 5 Scope and Sequence

Course Name:	Course Description & Learning Objectives:	Curricula:
<b>MATHEMATICS</b>		
Math	Description of LO's	Teaching Textbooks
		A Beka (Umbrella School only)
		BJUP
		Saxon Math
		FLVS Fkex
		Math-U-See
		Alpha Omega Horizons
		AO Switched on Schoolhouse
		AO Monarch & Lifepacs
		ACE Paces #
		The Good and the Beautiful
		Apologia
<b>LANGUAGE ARTS:</b>		
Grammar & Mechanics		ACE Paces #
		Easy Grammar
		Shurley English
		A Beka (Umbrella School only)
		Alpha Omega
		BJUP
		The Good and the Beautiful
		My Father's World
Phonics		Barton System of Reading & Spelling
Phonics		Explode the Code by School Speciality/EPS
		Saxon
		A Beka
		BJUP
		Alpha Omega
		Crist Centered Curriculum
		Hooked on Phonics
		Sing Spell Read & Write
		The Good and the Beautiful
		My Father's World

Reading		
Spelling		
Handwriting/Cursive		
Social Studies/History		
Map Skills		
Science		
Health		
Social Emotional Learning (SEL)		

# **MIDDLE SCHOOL: GRADES 6-8**





# Learning Objectives for 6<sup>th</sup> Grade

## LANGUAGE ARTS:

Reading & Literature-

Oral reading

Reading comprehension

Speed reading

Vocabulary study

Spelling lists weekly

Greek & Latin prefixes, suffixes, roots words

Cursive writing and penmanship

Library skills

Research skills

Writing process-

paragraphs, poetry, outlines, research paper, narrative,

journal, book reports, letters, creative writing

Grammar-

Sentence patterns

Parts of speech

Fragments & run-ons

Punctuation

Capitalization

Diagraming

Word usage

## MATHEMATICS:

Place value of whole numbers and decimals

Fundamental operations

Word problems

Problem-solving strategies

Roman numerals

Rounding up

English and metric measures

Measurement conversions

Adding, subtracting, and multiplying measures

Prime factoring

Fundamental operations involving fractions and decimals

Estimation

Ratios and proportion

Percent

Probability

Graphs and scale drawing

Introduction to statistics

Basic geometric shapes

Perimeter, area, and circumference

Bisecting angles

Reading thermometers

Converting Celsius to Fahrenheit and Fahrenheit to Celsius

Equation solving/Introduction to basic algebra

Latitude, longitude, and time zones

Banking, finding interest, and installment buying

Reading electric and gas meters

## HISTORY & SOCIAL STUDIES:

Map studies

Geography of North America

History of North America, Canada, United States, Mexico,

Central America

South America

Natural resources

United States history: colonial history to twentieth century

## SCIENCE:

Plants

Animals- Invertebrates

Earth, universe, and space

Chemistry & matter

## HEALTH:

Safety first

Basic first aid

Your changing body

Active lifestyle

Anatomy

Healthy mind and body

Drug use and abuse

A healthy spirit

Communication

## BIBLE

## ARTS & CRAFTS

## MUSIC

## PHYSICAL EDUCATION

# Grade 6 Scope and Sequence

Course Name:	Course Description & Learning Objectives:	Curricula:
<b>MATHEMATICS</b>		
Math 6	Description of LO's	Teaching Textbooks
		A Beka (Umbrella School only)
		BJUP
		Saxon Math
		FLVS Fkex
		Math-U-See
		Alpha Omega Horizons
		AO Switched on Schoolhouse
		AO Monarch & Lifepacs
		ACE Paces #
		The Good and the Beautiful
<b>LANGUAGE ARTS:</b>		
Grammar & Mechanics		ACE Paces #
		Easy Grammar
		Shurley English
		A Beka (Umbrella School only)
		Alpha Omega
		BJUP
		The Good and the Beautiful
		My Father's World
Phonics		Barton System of Reading & Spelling
Phonics		Explode the Code by School Speciality/EPS
		Saxon
		A Beka
		BJUP
		Alpha Omega
		Crist Centered Curriculum
		Hooked on Phonics
		Sing Spell Read & Write
		The Good and the Beautiful
		My Father's World

Literature		
Reading		
Spelling		
Vocabulary		
Handwritng/Cursiv e		
Social Studies/History		
Map Skills		
Science		
Health		
Social Emotional Learning (SEL)		

# Learning Objectives for 7<sup>th</sup> Grade

## LANGUAGE ARTS:

### Literature-

Short stories and poems: Frost, Dickinson, Kipling,  
Bunyan, Alcott, Luther, Dickens, Defoe  
Reading comprehension  
Literary terms

### Grammar-

Capitalization  
Punctuation  
Kinds of sentences and diagraming  
Eight parts of speech and their uses  
Diagraming eight parts of speech

### Writing-

Sentence structure  
The writing process  
Outlining  
The library  
Summaries  
Book reports  
Research paper  
Writing style

## MATHEMATICS:

Maintaining skills in order of operations  
Fractions and decimals  
Factoring & GCF  
Problem-solving strategies  
Ratio and proportion  
Application of percent  
Personal finances  
Metric system  
Probability  
Basic geometric concepts  
Development and use of formulas  
Reading and constructing graphs  
Introduction to statistics  
Introduction to algebra  
Negative numbers  
Powers and roots  
Time zones, latitude, and longitude  
Introduction to plane and solid geometry  
Trigonometry: sine, cosine, tangent  
Pythagorean rule

## HISTORY & SOCIAL STUDIES:

Creation & the Beginning  
From Sumer to Canaan

### Egypt

Israel and Its Land  
Greece  
Rome before Christ  
Rome after Christ  
Early Church History  
Rise of Islam  
Empire to Feudalism  
Dark Ages  
Renaissance  
The Protestant Reformation  
Post-Reformation Europe  
The Age of Exploration  
The United States  
France  
Science & Industry in the Modern Age  
The British Empire  
World War I and the Rise of Communism  
Before and During World War II  
The Cold War Era  
Dawning of a New Millennium  
Globalism  
Eastern Hemisphere Geography  
Current events

## SCIENCE:

Creation and Science  
Classification systems  
Mammals  
Birds  
Fish, Reptiles, and Amphibians  
Insects and Other Arthropods  
Plants  
Your Wonderful Body  
A Healthy Life  
Forestry  
Ecology

## HEALTH:

Morality  
Dating and marriage  
Sexuality

## BIBLE

## ART

## MUSIC

## PHYSICAL EDUCATION

# Grade 7 Scope and Sequence

Course Name:	Course Description & Learning Objectives:	Curricula:
<b>MATHEMATICS</b>		
Math	Description of LO's	Teaching Textbooks
		A Beka (Umbrella School only)
		BJUP
		Saxon Math
		FLVS Fkex
		Math-U-See
		Alpha Omega Horizons
		AO Switched on Schoolhouse
		AO Monarch & Lifepacs
		ACE Paces #
		The Good and the Beautiful
<b>LANGUAGE ARTS:</b>		
Grammar & Mechanics		ACE Paces #
		Easy Grammar
		Shurley English
		A Beka (Umbrella School only)
		Alpha Omega
		BJUP
		The Good and the Beautiful
		My Father's World
Literature		
Reading		
Spelling		
Vocabulary		
Handwritng/Cursive		
Social Studies/History		
Map Skills		

Science		
Health		
Social Emotional Learning (SEL)		

# Learning Objectives for 8<sup>th</sup> Grade

## LANGUAGE ARTS:

### Literature-

Short stories and poetry by authors such as Stuart, Whittier, Longfellow, Frost, Hawthorne, Twain, Sandburg  
Reading comprehension

### Weekly spelling lists

### Vocabulary skills

### Grammar-

Capitalization rules  
Punctuation rules  
Kinds of sentences and diagraming  
Eight parts of speech and their uses  
Diagraming eight parts of speech  
Sentence structure

### Writing-

Composition  
Manuscript form  
The writing process  
The library  
Outlining  
Summaries  
Book reports  
Paragraphs  
Descriptions  
Research paper  
Writing style

## MATHEMATICS: Pre-Algebra

Maintaining skills in basic algebraic operations

Principles of mathematics

English and metric measures

Basic algebraic concepts

Integers- signed numbers

Powers and roots

Like and unlike terms

Inequalities

Multiplying and dividing

Monomials

Multiplying and dividing polynomials by monomials

Multiplying polynomials by polynomials

Problem-solving strategies

Word problems solved algebraically

Reading and constructing graphs

Graphical scale drawings

Statistics and probability

Business math-

Earning income  
Banking  
Stocks and bonds  
Insurance

Geometry-

Basic plane and solid geometric concepts  
Properties of geometric figures  
Constructing geometric figures  
Perimeter, area, surface area, and volume

Trigonometry-

Pythagorean rule  
Sine, cosine, and tangent

Scientific notation

## HISTORY & SOCIAL STUDIES:

American History

Exploration of the New World

The First English Colonies

Life in Colonial America

Preparation for Independence

From the Appalachians to the Rockies

The Jacksonian Era

Technology

The Second Great Awakening

Education and Culture

The Promise of the West

The Civil War and Reconstruction

The Age of Industry

The Gilded Age

Into the Twentieth Century

The Rise of Big Government

A World at War

Time for Freedom and Responsibility

Troubled Times

A New Millennium

Western Hemisphere Geography

Current events

National, State, and Local Government

## SCIENCE:

Introduction to Science

Geology-

Minerals and Rocks

Weathering and Erosion

Fossil Records

Dinosaurs

A Survey of the Seas

The Earth's Atmosphere

Weather: Water Vapor and Air Masses

Weather: Storms and Forecasting

Space and stars

Man and the Universe

Environmental Science

## HEALTH:

Morality

Dating and marriage

Sexuality

## BIBLE

## ART

## MUSIC

## PHYSICAL EDUCATION



# Grade 8 Scope and Sequence

Course Name:	Course Description & Learning Objectives:	Curricula:
<b>MATHEMATICS</b>		
Math	Description of LO's	Teaching Textbooks
		A Beka (Umbrella School only)
		BJUP
		Saxon Math
		FLVS Fkex
		Math-U-See
		Alpha Omega Horizons
		AO Switched on Schoolhouse
		AO Monarch & Lifepacs
		ACE Paces #
		The Good and the Beautiful
		My Father's World
<b>LANGUAGE ARTS:</b>		
Grammar & Mechanics		ACE Paces #
		Easy Grammar
		Shurley English
		A Beka (Umbrella School only)
		Alpha Omega
		BJUP
		The Good and the Beautiful
		My Father's World
Literature		
Reading		
Spelling		
Vocabulary		
Handwritng/Cursive		
Social Studies/History		
Map Skills		

Science		
Health		
Social Emotional Learning (SEL)		

# Scope and Sequence: High School Courses that May Be Taken in Middle School

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Curricula:	Course Area:	Credit Awarded:	Diploma Program:
9999999	Basic Math 1: Mathematics 7	This course covers basic mathematical concepts, fractions, decimals, percentages, word problems, properties, measurement conversions, problem solving skills, algebra, statistics, and geometry.	ACE Paces (1073-1084), Teaching Textbooks Math 7 (Tests 1-17), Saxon Math 76 (Tests 1-23), Saxon Math 87 (Tests 1-23), A Beka Intermediate Mathematics (Tests 1-12), BJUP Mathematics 7 (Tests 1-14), Alpha Omega Math 7 (Lifepacs 701-710), Mr. D's Math Preparing for Pre-Algebra (Tests 1-9 and Sem 1 and Sem 2 exams), Keys to Math booklet (Fractions 1-4/Decimals 1-4/Percents 1-3/Measurements 1-4), etc.	MA	1 credit	AC/VO/ES E
9999999	Basic Math 2: Pre-Algebra	This course extends the properties of basic arithmetic into higher-level mathematical content. Emphasis is placed on algebraic skills in problem solving, order of operations, measurement conversion, ratios and proportions, business mathematics, statistics, plane and solid geometry, trigonometry, and Pythagorean theorem.	ACE Paces (1085-1096), Teaching Textbooks Pre-Algebra (Tests 1-16), Saxon Math 87 (Tests 1-23), Saxon Algebra $\frac{1}{2}$ (Tests 1-31), A Beka Pre-Algebra (Tests 1-12), BJUP Pre-Algebra (Tests 1-12), Alpha Omega Pre-Algebra (801-810), Math-U-See Pre-Algebra (1-30), Mr. D's Math Pre-Algebra (Test 1-12 and Sem 1 and Sem 2 Exam), Life of Fred Pre-Algebra Set of 5 books (Decimals and Percents 1-7/Fractions 1-7/ Pre-Algebra 1 with Biology 1-7/ Pre-Algebra 2 with Economics 1-7/ Pre-Algebra 0 with Physics 1-7), Keys to Math booklet (Fractions 1-4/Decimals 1-4/Percents 1-3/Measurements 1-4), etc.	MA	1 credit	AC/VO/ES E
1200370	Algebra 1A	This is the first in a two-part Algebra course. Combined with Algebra 1B, the district and state graduation requirements for Algebra I will be satisfied.	FLVS 2 Segment course, ACE Paces (1097-1102), Teaching Textbooks Algebra 1 (Tests 1-10), Saxon Math Algebra 1 (Tests 1-15), A Beka Algebra 1 (Tests 1-6), BJUP Algebra 1 (Tests 1-6 and 2 Quarterly Exams), Math-U-See Algebra 1 (Tests 1-18), Mr. D's Math Algebra 1 (Tests 1-6 and Semester Exam 1), Life of Fred math Beginning Algebra (Lessons 1-52), Keys to Math Algebra (Tests 1-5), etc.	MA	1 credit	AC/VO/ES E
1200380	Algebra 1B	This is the second in a two-part Algebra course. Combined with Algebra 1A, the district and state graduation requirements for Algebra I will be satisfied.	ACE Paces (1103-1108), Teaching Textbooks Algebra 1 (11-19), Saxon Math Algebra 1 (Tests 16-30), A Beka Algebra 1 (Tests 7-12), BJUP Algebra 1 (Tests 7-12 and last 2 Quarterly Exams), Math-U-See Algebra 1 (Tests 19-35), Mr. D's Math Algebra 1 (Tests 7-12 and Semester Exam 2), Life of Fred math Beginning Algebra (Lessons 53-104), Keys to Math Algebra (Tests 6-10), etc.	MA	1 credit	AC/VO/ES E

1200310	Algebra 1	This course covers all topics in a first-year algebra course, from proofs, statistics, and probability to algebra-based, real-world problems. Students develop more complex skills and understanding required for high school level mathematics.	FLVS 2 Segment course, ACE Paces (1097-1108), Teaching Textbooks Algebra 1 (1-19), Saxon Math Algebra (Tests 1-30), A Beka Algebra 1 (Tests 1-12), BJUP Algebra 1 (Tests 1-12 and 4 Quarterly Exams), Math-U-See Algebra 1 (Tests 1-35), Mr. D's Math Algebra 1 (Tests 1-12 and 2 Semester Exams), Life of Fred math Beginning Algebra (Lessons 1-104), Keys to Math Algebra (Tests 1-10), etc.	MA	1 credit	CP/AC
1200320	Algebra 1 Honors	This honors course develops rigorous and in-depth study of algebra, emphasizing deductive reasoning skills which can be used in a variety of real world and mathematical problems.	FLVS 2 Segment course, ACE Paces (1097-1108), Teaching Textbooks Algebra 1 (Tests 1-19), Saxon Math Algebra 1 (Tests 1-30), A Beka Algebra 1 (Tests 1-12), BJUP Algebra 1 (Tests 1-12 and 4 Quarterly Exams), etc.	MA	1 credit	CP
1001310	English 1,	This Grade 9 course should include, but not be limited to, using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature, especially short stories and poems.	FLVS, ACE Paces 1061-1108, A Beka Grammar & Composition III, BJUP Grammar 9, Alpha Omega Language Arts 9, IEW, WriteShop, Easy Grammar Plus, Easy Grammar Ultimate Series, Winston Grammar, Jensen's Grammar/Writing, Writing Class, Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	AC/VO/ES E
1001320	English 1 Honors	This Honors Grade 9 course should include but not be limited to using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature.	FLVS, ACE Paces 1061-1108, A Beka Grammar & Composition III, BJUP Grammar 9, Alpha Omega Language Arts 9, IEW, WriteShop, Winston Grammar, Jensen's Grammar/Writing, CIAS Writing Class, CIAS Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	CP/AC
2100350	Florida State History	This course provides students with opportunities to acquire an understanding of the historical and contemporary political, economic, and social development of the state of Florida.	ACE Paces 1037-1042	EL	.5 credit	AC/VO/ES E
2109310	World History		12 ACE Paces, 10 Alpha Omega, FLVS, A Beka, BJUP, Notgrass, etc.	WH	1 credit	AC/VO/ES E
2002400	Integrated Science 1		ACE Paces #1061-1072, Alpha Omega Science 8/Gen Sci II, A Beka, BJUP, Apologia, etc.	EQ	1 credit	AC/VO/ES E
2002410	Integrated Science 2 Hon		ACE Paces #1073-1084, Alpha Omega Science 9/Gen Sci III, A Beka, BJUP, Apologia, etc.	EQ	1 credit	AC/VO/ES E

2001310	Earth Space Science/Earth Space Science w/Lab		FLVS, ACE Paces, A Beka, BJUP, FLVS, Apologia, etc.	EQ	1 credit	AC/VO/ES E
2020910	Astronomy Hon, Astronomy Hon w/Lab		CIAS Class (Lile's Stargazer's Guide text), Apologia, etc.	EQ	1 credit	AC/VO/ES E
9999999	Successful Living:		Midwest Warehouse Publishing, 12 Units	BB	1 credit	AC/VO/ES E
0800300	Health 1 LMS		HOPE/FLVS, Health courses: 6 ACE Paces, 5 Alpha Omega Lifepacs/Monarch units, A Beka, BJUP, HOPE (FLVS), etc.	EL	1 credit	AC/VO/ES E
1009300	Writing 1	Paragraph writing in MLA, grammar, editing, beginning composition writing course	CIAS Writing class, WriteShop, IEW	EL	.5 credit	CP, AC/VO/ES E
1009310	Writing 2	Essay writing in MLA and APA formats, research, intermediate writing composition course	CIAS Writing class, WriteShop, IEW	EL	.5-1 credit	CP, AC/VO/ES E
8500355	Nutrition Science, Nutrition & Wellness		Midwest Warehouse	VO	.5 credit	AC/VO/ES E
1900300	Drivers Ed/ Drivers Ed Traffic Safety		FLVS, various web-based courses	EL	.5 credit	AC/VO/ES E
2001350	Astronomy, Astronomy w/Lab		80% CIAS Class (Lile's Stargazer's Guide text), 80% Apologia, 80% Alpha Omega, etc.	EL	.5-1 credit	AC/VO/ES E
					.5 credit	AC/VO/ES E

All high school courses taken for high school credit during middle school must be approved by the CIAS Principal/guidance office staff.

No classes/courses in the following Subject Areas may be awarded high school credit, unless by special permission of CIAS Principal/guidance office staff.

#### Electives

Performing Fine Arts

Practical Arts

Physical Education- Students may start earning PE credit for hours completed during the summer before starting their 9<sup>th</sup> grade school year (June-August)

Volunteer Community Service (VCS)- Students may start earning CS credit for hours completed during the summer before starting their 9<sup>th</sup> grade school year (June-August)

Work Experience- - Students may start earning VO credit for hours completed during the summer before starting their 9<sup>th</sup> grade school year (June-August)

Updated 07/07/23.mbj

# **HIGH SCHOOL: GRADES 9-12**



# High School Course Scope and Sequence

## Mathematics Courses

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Curricula:	Course Area:	Credit Awarded:	Diploma Program:	FBFS/FAS/FMS
9999999	Basic Math 1: Mathematics 7	This is a Middle School or remedial High School math course/credit. This course covers basic mathematical concepts, fractions, decimals, percentages, word problems, properties, measurement conversions, problem solving skills, algebra, statistics, and geometry.	ACE Paces (1073-1084), Teaching Textbooks Math 7 (Tests 1-17), Saxon Math 76 (Tests 1-23), Saxon Math 87 (Tests 1-23), A Beka Intermediate Mathematics (Tests 1-12), BJUP Mathematics 7 (Tests 1-14), Alpha Omega Math 7 (Lifepacs 701-710), Mr. D's Math Preparing for Pre-Algebra (Tests 1-9 and Sem 1 and Sem 2 exams), Keys to Math booklet (Fractions 1-4/Decimals 1-4/Percents 1-3/Measurements 1-4), etc.	MA	1 credit	AC/VO/ESE	no
9999999	Basic Math 2: Pre-Algebra	This is a Middle School or remedial High School math course/credit. This course extends the properties of basic arithmetic into higher-level mathematical content. Emphasis is placed on algebraic skills in problem solving, order of operations, measurement conversion, ratios and proportions, business mathematics, statistics, plane and solid geometry, trigonometry, and Pythagorean theorem.	ACE Paces (1085-1096), Teaching Textbooks Pre-Algebra (Tests 1-16), Saxon Math 87 (Tests 1-23), Saxon Algebra ½ (Tests 1-31), A Beka Pre-Algebra (Tests 1-12), BJUP Pre-Algebra (Tests 1-12), Alpha Omega Pre-Algebra (801-810), Math-U-See Pre-Algebra (1-30), Mr. D's Math Pre-Algebra (Test 1-12 and Sem 1 and Sem 2 Exam), Life of Fred Pre-Algebra Set of 5 books (Decimals and Percents 1-7/Fractions 1-7/ Pre-Algebra 1 with Biology 1-7/ Pre-Algebra 2 with Economics 1-7/ Pre-Algebra 0 with Physics 1-7), Keys to Math booklet (Fractions 1-4/Decimals 1-4/Percents 1-3/Measurements 1-4), etc.	MA	1 credit	AC/VO/ESE	no
1200370	Algebra 1A	This is the first in a two-part Algebra course. Combined with Algebra 1B, the district and state graduation requirements for Algebra 1 will be satisfied.	FLVS 2 Segment course, ACE Paces (1097-1102), Teaching Textbooks Algebra 1 (Tests 1-10), Saxon Math Algebra 1 (Tests 1-15), A Beka Algebra 1 (Tests 1-6),	MA	1 credit	AC/VO/ESE	yes, ½ credit



			BJUP Algebra 1 (Tests 1-6 and 2 Quarterly Exams), Math-U-See Algebra 1 (Tests 1-18), Mr. D's Math Algebra 1 (Tests 1-6 and Semester Exam 1), Life of Fred math Beginning Algebra (Lessons 1-52), Keys to Math Algebra (Tests 1-5), etc.				
1200380	Algebra 1B	This is the second in a two-part Algebra course. Combined with Algebra 1A, the district and state graduation requirements for Algebra 1 will be satisfied.	ACE Paces (1103-1108), Teaching Textbooks Algebra 1 (11-19), Saxon Math Algebra 1 (Tests 16-30), A Beka Algebra 1 (Tests 7-12), BJUP Algebra 1 (Tests 7-12 and last 2 Quarterly Exams), Math-U-See Algebra 1 (Tests 19-35), Mr. D's Math Algebra 1 (Tests 7-12 and Semester Exam 2), Life of Fred math Beginning Algebra (Lessons 53-104), Keys to Math Algebra (Tests 6-10), etc.	A1	1 credit	AC/VO/ESE	yes, ½ credit
1200310	Algebra 1	This course covers all topics in a first-year algebra course, from proofs, statistics, and probability to algebra-based, real-world problems. Students develop more complex skills and understanding required for high school level mathematics.	FLVS 2 Segment course, ACE Paces (1097-1108), Teaching Textbooks Algebra 1 (1-19), Saxon Math Algebra (Tests 1-30), A Beka Algebra 1 (Tests 1-12), BJUP Algebra 1 (Tests 1-12 and 4 Quarterly Exams), Math-U-See Algebra 1 (Tests 1-35), Mr. D's Math Algebra 1 (Tests 1-12 and 2 Semester Exams), Life of Fred math Beginning Algebra (Lessons 1-104), Keys to Math Algebra (Tests 1-10), etc.	A1	1 credit	CP/AC	yes
1200320	Algebra 1 Honors	This honors course develops rigorous and in-depth study of algebra, emphasizing deductive reasoning skills which can be used in a variety of real world and mathematical problems.	FLVS 2 Segment course, ACE Paces (1097-1108), Teaching Textbooks Algebra 1 (Tests 1-19), Saxon Math Algebra 1 (Tests 1-30), A Beka Algebra 1 (Tests 1-12), BJUP Algebra 1 (Tests 1-12 and 4 Quarterly Exams), etc.	A1	1 credit	CP	yes
1200330	Algebra 2	This course covers all topics that are traditionally covered in second-year algebra as well as developing informal geometric concepts and writing proof outlines. Real-world problems are included along with applications to other subjects such as physics and chemistry. <i>Prerequisite required.</i>	FLVS, ACE Paces, Teaching Textbooks, Saxon Math, A Beka, BJUP, etc.	MA	1 credit	CP/AC	yes

1200340	Algebra 2 Honors	This honors course covers all topics that are traditionally covered in second-year algebra as well as developing informal geometric concepts and writing proof outlines. Real-world problems are included along with applications to other subjects such as physics and chemistry. <i>Prerequisite required.</i>	FLVS, ACE Paces, Teaching Textbooks, Saxon Math, A Beka, BJUP, etc.	MA	1 credit	CP	yes
1206310	Geometry	This course develops geometric relationships and deductive strategies which can be used in plane and solid geometry, including proving theorems by use of postulates, definitions, and informal statements.	FLVS, ACE Paces, Teaching Textbooks, Saxon Math, A Beka, BJUP, Keys to Math, etc.	GE	1 credit	CP/AC	yes
1206320	Geometry Honors	This course develops geometric relationships and deductive strategies which can be used in plane and solid geometry, including proving theorems by use of postulates, definitions, and informal statements.	FLVS, ACE Paces, Teaching Textbooks, Saxon Math, A Beka, BJUP, etc.	GE	1 credit	CP/AC	yes
1211300	Trigonometry Honors	This course begins the study of circular and trigonometric functions and their applications. <i>Prerequisite required.</i>	FLVS, Saxon Math, A Beka, BJUP, etc.	MA	.5 credit	CP/AC	yes
1202340	Pre-Calculus Honors	This course fully integrates the topics of advanced algebra, geometry, trigonometry, discrete mathematics, and mathematical analysis. This course includes word problems, functions, and solving word involving abstract quantities. <i>Prerequisite required.</i>	FLVS, ACE Paces, Teaching Textbooks, Saxon Math, A Beka, BJUP, etc.	MA	1 credit	CP/AC	yes
9999999 (old # 1205370)	Business/ Consumer Mathematics	This course extends the properties of basic arithmetic into higher-level mathematical content. XXXXX	ACE Paces. A Beka, Alpha Omega	MA	1 credit	AC/VO/ ESE	no
1200384	Mathematics for Data & Financial Literacy (formerly Business/Consum er Math)	Activated during 2022-23: In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.	80% of courses: ACE 12 Paces, A Beka, BJUP, Alpha Omega, 100% of cours(s): FLVS	MA	1 credit	CP/AC/ ESE/VO	yes
1200388	Mathematics for Data & Financial Literacy Honors	Activated during 2022-23: In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and	100% of courses: ACE 12 Paces, A Beka, BJUP, Alpha Omega, FLVS	MA	1 credit	CP/AC/ ESE/VO	yes

		short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.					
<b>Dual Enrollment course can be taken at Pensacola State College, the University of West Florida, George Stone Technical College, Palm Beach Atlantic University, Liberty University, etc.</b>							
MAT103 3	Intermediate Algebra	Dual Enrollment credit in algebra which covers the following topics: factoring, algebraic fractions, radicals, rational exponents, complex numbers, quadratic equations, rational equations, linear equations, inequalities in two variables and their graphs, systems of linear equations and inequalities, introduction to functions, and various applications to real-world problems.	College/University Curricula	MA	.5 credit	CP	yes, 1.2 credit
MAC110 5	College Algebra	Dual enrollment credit in algebra which covers the following topics: functions and functional notation; domains and ranges of functions; operations on functions; inverse, linear, quadratic, rational, absolute value, and radical functions; exponential and logarithmic properties, functions, and equations; systems of equations and inequalities, and their applications. <i>Prerequisite required.</i>	College/University Curricula	MA	1 credit	CP	yes, 1 credit
STA2023	Elementary Statistics	Dual enrollment credit that emphasizes the meaning of statistics for business, natural science, and social sciences. Covers organization, analysis, and interpretation of numerical data, measures of central tendency and dispersion, statistical distributions, sampling techniques, hypothesis testing, probability, z-tests, correlations, and regression equations.	College/University Curricula	MA	1 credit	CP	yes, 1 credit
MAC111 4	Trigonometry	Dual enrollment credit in trigonometry which treats both circular and trigonometric functions; covers fundamental concepts, identities, graphs of functions, inverse functions and their graphs, application to right and oblique triangles, trigonometric equations, vectors, and complex numbers. <i>Prerequisite required.</i>	College/University Curricula	MA	1 credit	CP	yes, 1 credit
MAC114 0	Pre Calculus	Dual enrollment credit emphasizing graphing techniques, algebraic functions, & transcendental function. <i>Prerequisite required.</i>	College/University Curricula	MA	1 credit	CP	yes, 1 credit

MAC231 1	Analytical Geometry and Calculus I	Dual enrollment credit consisting of elements of plane analytical geometry, differentiation of algebraic functions, & integration of the polynomial functions with applications. <i>Prerequisite required.</i>	College/University Curricula	MA	1 credit	CP	yes, 1 credit
MAC231 2	Calculus II	Dual enrollment credit that is a continuation of MAC2311, including differentiation and integration of the trigonometric, logarithmic, and exponential functions; integration of algebraic and trigonometric substitutions, partial fractions, vectors and polar coordinates. <i>Prerequisite required.</i>	College/University Curricula	MA	1 credit	CP	yes, 1 credit

Updated 08/14/23.mbj

# High School Course Scope and Sequence

## English Language Arts (ELA) Courses

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Curricula:	Course Ares:	Credit Awarded:	Diploma Program:
1001310	English 1	This Grade 9 course should include, but not be limited to, using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature, especially short stories and poems.	FLVS, ACE Paces, A Beka, BJUP, Alpha Omega, IEW, WriteShop, Easy Grammar Plus, Easy Grammar Ultimate Series, Winston Grammar, Jensen's Grammar/Writing, CIAS Writing Class, CIAS Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	AC/VO/SE
1001320	English 1 Honors	This Honors Grade 9 course should include but not be limited to using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature.	FLVS, ACE Paces, A Beka, BJUP, Alpha Omega, IEW, WriteShop, Winston Grammar, Jensen's Grammar/Writing, CIAS Writing Class, CIAS Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	CP/AC
1001340	English 2	This Grade 10 course should include but not be limited to using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature. Short stories and poetry by authors such as Homer, Aesop, Virgil, Foxe, Luther, Milton, Bunyan, Newton, and Machen.	FLVS, ACE Paces, A Beka, BJUP, Alpha Omega, IEW, WriteShop, Easy Grammar Plus, Easy Grammar Ultimate Series, Winston Grammar, Jensen's Grammar/Writing, CIAS Writing Class, CIAS Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	AC/VO/SE
1001350	English 2 Honors	This Honors Grade 10 course should include but not be limited to using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature.	FLVS, ACE Paces, A Beka, BJUP, Alpha Omega, IEW, WriteShop, Winston Grammar, Jensen's Grammar/Writing, CIAS Writing Class, CIAS Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	CP

1001370	English 3	This Grade 11 course should include but not be limited to using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature. Short stories, poetry, and classics by authors such as Mather, Edwards, Franklin, Bradstreet, Rowlandson, Cooper, Hawthorne, Melville, Longfellow, Whittier, Emerson, Dickenson, Bryant, Poe, and more.	FLVS, ACE Paces, A Beka, BJUP, Alpha Omega, IEW, WriteShop, Easy Grammar Plus, Easy Grammar Ultimate Series, Winston Grammar, Jensen's Grammar/Writing, CIAS Writing Class, CIAS Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	AC/VO/E SE
1001380	English 3 Honors	This Honors Grade 11 course should include but not be limited to using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature.	FLVS, ACE Paces, A Beka, BJUP, Alpha Omega, IEW, WriteShop, Winston Grammar, Jensen's Grammar/Writing, CIAS Writing Class, CIAS Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	CP
1001400	English 4	This Grade 12 course should include but not be limited to using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature. Short stories, poetry, and classics such as Beowulf by authors such as the Pearl poet, Shakespeare, Scott, Wordsworth, Coleridge, Burns, Tennyson, and many more.	FLVS, ACE Paces, A Beka, BJUP, Alpha Omega, IEW, WriteShop, Easy Grammar Plus, Easy Grammar Ultimate Series, Winston Grammar, Jensen's Grammar/Writing, CIAS Writing Class, CIAS Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	AC/VO/E SE
1001410	English 4 Honors	This Honors Grade 12 course should include but not be limited to using the reading process to construct meaning, use of technical, informative, and imaginative texts; writing processes with attention to style and format, effective listening and viewing strategies as they relate to informal and formal situations; understanding the power of language and English grammar and mechanics; understanding literary texts, responding critically to literature.	FLVS, ACE Paces, A Beka, BJUP, Alpha Omega, IEW, WriteShop, Winston Grammar, Jensen's Grammar/Writing, CIAS Writing Class, CIAS Reading Class, Homeschool Co-op Class, etc.	EN	1 credit	CP
1005300	World Literature	This honors grade 9-10 course should include but is not limited to the comprehensive and exhaustive study of literature from all over the world, from many different cultures and backgrounds, and a variety of writers and authors. Writers studied can include XXX and more. An emphasis is placed upon critical analysis.	A Beka, BJUP, Learning Language Arts Through Literature, Progeny Press Study Guides, Smarr Literature Guides, CIAS Literature class,	EN	1 credit	AC/CP/E SE

			Homeschool Co-op Class			
1020850	World Literature Honors	This honors grade 9-10 course should include but is not limited to the comprehensive and exhaustive study of literature from all over the world, from many different cultures and backgrounds, and a variety of writers and authors. Writers studied can include XXX and more. An emphasis is placed upon critical analysis.	A Beka, BJUP, Learning Language Arts Through Literature, Progeny Press Study Guides, Smarr Literature Guides, CIAS Literature class, Homeschool Co-op Class	EN	1 credit	AC/CP
1005310	American Literature	This honors grade 11 course should include but is not limited to the comprehensive and exhaustive study of American literature from colonial period to twenty-first century literature. Writers studied can include Bradford, Mather, Edwards, Franklin, Bradstreet, Rowlandson, Irving, Cooper, Hawthorne, Melville, Longfellow, Whittier, Emerson, Dickenson, Bryant, Poe, and more. An emphasis is placed upon critical analysis. A writing emphasis course.	A Beka, BJUP, Learning Language Arts Through Literature, Progeny Press Study Guides, Smarr Literature Guides, CIAS Literature class, Homeschool Co-op Class	EN	1 credit	AC/CP/SE
1020810	American Literature Honors	This honors grade 11 course should include but is not limited to the comprehensive and exhaustive study of American literature from colonial period to twenty-first century literature. Writers studied can include Bradford, Mather, Edwards, Franklin, Bradstreet, Rowlandson, Irving, Cooper, Hawthorne, Melville, Longfellow, Whittier, Emerson, Dickenson, Bryant, Poe, and more. An emphasis is placed upon critical analysis. A writing emphasis course.	A Beka, BJUP, Learning Language Arts Through Literature, Progeny Press Study Guides, Smarr Literature Guides, CIAS Literature class, Homeschool Co-op Class	EN	1 credit	AC/CP
1005320	British Literature	This honors grade 12 course should include but is not limited to the comprehensive and exhaustive study of British literature from colonial period to twenty-first century literature. Works studied include Beowulf, Piers Plowman, Everyman, and The Taming of the Shrew. Writers studied can include the Pearl poet, Shakespeare, Scott, Wordsworth, Coleridge, Burns, Tennyson, and more. An emphasis is placed upon critical analysis. A writing emphasis course.	A Beka, BJUP, Learning Language Arts Through Literature, Progeny Press Study Guides, Smarr Literature Guides, CIAS Literature class, Homeschool Co-op Class	EN	1 credit	AC/CP/SE
1020820	British Literature Honors	This honors grade 12 course should include but is not limited to the comprehensive and exhaustive study of British literature from colonial period to twenty-first century literature. Works studied include Beowulf, Piers Plowman, Everyman, and The Taming of the Shrew. Writers studied can include the Pearl poet, Shakespeare, Scott, Wordsworth, Coleridge, Burns, Tennyson, and more. An emphasis is placed upon critical analysis. A writing emphasis course.	A Beka, BJUP, Learning Language Arts Through Literature, Progeny Press Study Guides, Smart Literature Guides, CIAS Literature class, Homeschool Co-op Class	EN	1 credit	AC/CP

Dual Enrollment course can be taken at Pensacola State College, the University of West Florida, George Stone Technical College, Palm Beach Atlantic University, Liberty University, etc.						
ENC1101	English Composition I	Dual enrollment course which emphasizes writing, embodying the fundamentals of effective expression with emphasis on expository writing and logical thinking.	College/University Curricula	EN	.5 credit	CP
ENC1102	English Composition II	A comprehensive Dual enrollment course which embodies the fundamentals of effective expression with emphasis on writing the essay, preparing a research paper, and reading literature for understanding and appreciation. <i>Prerequisite required.</i>	College/University Curricula	EN	.5 credit	CP
AML2010	American Literature to 1870	A dual enrollment course which studies selected American literature from its beginning to mid-nineteenth century. A writing emphasis course. <i>Prerequisite required.</i>	College/University Curricula	EN	.5 credit	CP
AML2020	American Literature from 1870	A dual enrollment course which studies selected American literature from mid-nineteenth century to present. A writing emphasis course. <i>Prerequisite required.</i>	College/University Curricula	EN	.5 credit	CP
AML2600	Introduction to African-American Literature	A dual enrollment course which studies selected African-American and related literature from its beginning in the colonial period to the present, considering both African and European influences, various literary genres, and relates African-American literary works to historical and present-day concerns. A writing emphasis course. <i>Prerequisite required.</i>	College/University Curricula	EN	.5 credit	CP
ENL2012	English Literature to 1800	A dual enrollment course which covers selected English literary works from the Middle Ages to the end of the eighteenth century. A writing emphasis course. <i>Prerequisite required.</i>	College/University Curricula	EN	.5 credit	CP
ENL2022	English Literature from 1800	A dual enrollment course which covers selected English literary works from the end of the eighteenth century to the present. A writing emphasis course. <i>Prerequisite required.</i>	College/University Curricula	EN	.5 credit	CP
LIT2090	Contemporary Literature	A dual enrollment course which studies selected literature from mid-to-late twentieth and early twenty-first centuries. A writing emphasis course. <i>Prerequisite required.</i>	College/University Curricula	EN	.5 credit	CP
LIT2110	World Literature to 1650	A dual enrollment course which offers students the opportunity to read and interpret the greatest literature of the world, from the ancient East to the twentieth century. Students will read, analyze, discuss, and respond in writing to masterpieces of the world. A writing emphasis course. <i>Prerequisite required.</i>	College/University Curricula	EN	.5 credit	CP
LIT2120	World Literature from 1650	A dual enrollment course which offers students the opportunity to read and interpret selected literature from the Age of Enlightenment to the beginning of the twentieth century. A writing emphasis course. <i>Prerequisite required.</i>	College/University Curricula	EN	.5 credit	CP
				EN	.5 credit	CP
				EN	.5 credit	CP





# High School Course Scope and Sequence

## Social Studies/History Courses

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Curricula:	Course Area:	Credit Awarded:	Diploma Program:
2100350	Florida History	This course provides students with opportunities to acquire an understanding of the historical and contemporary political, economic, and social development of the state of Florida.	ACE Paces #1037-1042	EL	.5 credit	AC/VO/ES E
2109310	World History	This course provides students with an overview of the chronological development of the human race by examining events that have shaped humanity and culture.	ACE 12 Paces, Alpha Omega 10 Units), FLVS, A Beka, BJUP, Notgrass, etc.	WH	1 credit	AC/CP/VO/ ESE
2109320	World History Honors	This honors course provides students with a comprehensive understanding of the chronological development of the human race by examining events that have shaped humanity and culture.	12 ACE Paces, 10 Alpha Omega, FLVS, A Beka, BJUP, Notgrass, etc.	WH	1 credit	CP
2100310	American History	This course includes the study of factors affecting America's development as a nation, with a major emphasis on the Post-Reconstruction period to the present.		AH	1 credit	AC/CP/VO/ ESE
2100320	American History Honors	This course provides an in-depth study of the history of the United States with a major emphasis on the Post-Reconstruction period to the present for students who have an above-average interest in American history.		AH	1 credit	CP
2106310	American Government (Civics)	This course provides students with a comprehensive study of American government, including municipal, state, and federal government, including the executive, legislative, and judiciary branches, the Constitution, the Bill of Rights, and other important documents.		AG	.5 credit	AC/CP/VO/ ESE
2106320	American Government Honors	This course provides students with a comprehensive study of American government, including municipal, state, and federal government, including the executive, legislative, and judiciary branches, the Constitution, the Bill of Rights, and other important documents.		AG	.5 credit	AC/CP
2102310	Economics	This course provides students with concepts necessary to understand the United States' economic system and its role in the global economy.		EC	.5 credit	AC/CP/VO/ ESE
2102335	Economics with Financial Literacy	*Terminated at the end of 2023-24		EC	.5 credit	AC/CP
2102345	Economics with Financial Literacy Honors	*Terminated at the end of 2023-24		EC	.5 credit	AC/CP
<b>Dual Enrollment course can be taken at Pensacola State College, the University of West Florida, George Stone Technical College, Palm Beach Atlantic University, Liberty University, etc.</b>						

GEA2000	World Regional Geography	Dual enrollment course which studies selected countries and regions of the world around which key topics as location, population makeup, and distribution, natural environment, type of economy, potentialities, chief problems are addressed. Human activities are related to natural environmental conditions of countries, regions, and continents.	College/University Curricula	EL	.5 credit	CP
POS2041	American National Government	A dual enrollment course that studies the American federal system with emphasis on the Constitutional, presidential, and judicial branches, state government, an analysis of policy formation as related to democratic theory, and the role of government in society. A writing emphasis course.	College/University Curricula	AG	.5 credit	CP
ECO2013	Macroeconomics	A dual enrollment course that provides a basic survey of economic principles, concepts, and institutions. This course describes the American economic system, examines how well the system operates, shows how to develop economic measuring devices, and outlines potential policies that will keep the economy operating effectively. A writing emphasis course.	College/University Curricula	EC	.5 credit	CP
AMH2010	American History to 1877	A dual enrollment course that studies the history of the American people from Colonial period to 1877 which emphasizes the development and adoption of the Constitution, the major events resulting in the democratization of American society, the sectional struggle over America's destiny, and the Reconstruction Era. A writing emphasis course.	College/University Curricula	AH	.5 credit	CP
AMH2020	American History from 1877	A dual enrollment course that studies the history of the American people from in the post-Civil War years, emphasizing growth of American industry, business social reform, economic reform. It also emphasizes the emergence of the United States as a world power during the 20 <sup>th</sup> century and the ramifications that rise has had on foreign and domestic policy. A writing emphasis course.	College/University Curricula	AH	.5 credit	CP

Updated 3/13/23

# High School Course Scope and Sequence

## Science Courses

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Course Area:	Credit Awarded:	Diploma Program:
2002400	Integrated Science (General Science)	This course should include but not be limited to concepts involving the earth, space, human physiology, animal biology, orthography, marine biology, botany, geology and fossils. meteorology and clouds, and oceanography.	EQ	1 credit	AC/VO/ESE
2001310	Earth Space Science	This course should include but not be limited to concepts basic to the Earth, its materials, processes, history, and environment in space. It also includes the solar system, space programs and exploration, geology and fossils, meteorology and clouds, oceanography, plate tectonics, water systems, mass movements, wind and hydrologic cycle, weather mapping, soil composition, and energy resources.	EQ	1 credit	CP/AC/VO/ES E
2001320	Earth Space Science Honors	This course should include but not be limited to concepts basic to the Earth, its materials, processes, history, and environment in space. It also includes the solar system, space programs and exploration, geology and fossils, meteorology and clouds, oceanography, plate tectonics, water systems, mass movements, wind and hydrologic cycle, weather mapping, soil composition, and energy resources.	EQ	1 credit	AC/CP
2000310	Biology I	This course addresses, expands, and refines biological concepts, including scientific measurement, taxonomy, cell biology, microbiology, cell reproduction, genetics, structure and function of zoology, structure and function of the human body, orthography, and ecological relationships, evolution and intelligent design. <i>Significant dissection and microscopic laboratories are mandatory.</i>	BI	1 credit	CP/AC/VO/ES E
2000320	Biology I Honors	This course addresses, expands, and refines biological concepts, including scientific measurement, taxonomy, cell biology, microbiology, cell reproduction, genetics, structure and function of zoology, structure and function of the human body, orthography, and ecological relationships, evolution and intelligent design. <i>Significant dissection and microscopic laboratories are mandatory.</i>	BI	1 credit	CP/AC
2003310	Physical Science	A science course that provide students with qualitative investigative study of the introductory concepts of physics and chemistry. Contents include dynamics, classification, and interaction of matter, periodic table of elements, forms of energy, electricity and magnetism, chemical interactions, and nuclear reactions.	EQ	1 credit	AC/CP
2003320	Physical Science Honors	A science course that provide students with qualitative investigative study of the introductory concepts of physics and chemistry. Contents include dynamics, classification, and interaction of matter, periodic table of elements, forms of energy, electricity and magnetism, chemical interactions, and nuclear reactions.	EQ	1 credit	AC/CP
2003310L	Physical Science Lab		EQ	0 credit	AC/CP
2003340	Chemistry I	This course provides students with a study of the composition, properties, and changes associated with matter. Includes classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids,	EQ	1 credit	AC/CP

		bases, salts, and energy associated with physical and chemical changes.			
2003350	Chemistry I Honors	This course provides students with a study of the composition, properties, and changes associated with matter. Includes classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids, bases, salts, and energy associated with physical and chemical changes.	EQ	1 credit	AC/CP
2003340L	Chemistry 1 Lab		EQ	0 credit	AC/CP
2003380	Physics		EQ	1 credit	AC/CP
2000350	Anatomy and Physiology (Advanced Biology)		EQ	1 credit	AC/CP
2000360	Anatomy and Physiology Honors		EQ	1 credit	AC/CP
2000350L	A & P Lab		EQ	1 credit	AC/CP
2002500	Marine Biology		EQ	1 credit	AC/CP
8600580	Aerospace Tech 1	CAP/AF	EQ	1 credit	AC/CP
2020910	Astronomy Honors w/Lab		EQ	1 credit	AC/CP
			SC	1 credit	AC/CP
<b>Dual Enrollment course can be taken at Pensacola State College, the University of West Florida, George Stone Technical College, Palm Beach Atlantic University, Liberty University, etc.</b>					
AST 1002	Descriptive Astronomy	Dual enrollment course which studies Astronomy	SC	1 credit w/lab; .5 credit w/out lab	CP
AST 1002	Descriptive Astronomy Lab	A dual enrollment laboratory course providing exercise and experiments to demonstrate the principles of biology and the diversity of to explore astronomy and space	SC	0 credit	CP
BSC1005	Biological Principles for Non-Majors	Dual enrollment course which studies the principles of biology, cell theory, cellular process, theories of heredity and evolutionary theory, and a survey of all living organisms with an emphasis on human structure and physiology.	SC	1 credit w/lab; .5 credit w/out lab	CP
BSC1005L	Biological Principles for Non-Majors Lab	A dual enrollment laboratory course providing exercise and experiments to demonstrate the principles of biology and the diversity of life.	SC	0 credit	CP
BSC1080	Essentials of Anatomy and Physiology	A survey dual enrollment course which consists of lectures and demonstrations covering the basic structures of the human body.	SC	1 credit w/lab; .5 credit w/out lab	CP
BSC1080L	Essentials of Anatomy and Physiology	A dual enrollment laboratory course in which dissected materials, microscopy, models, and other supplemental materials used to reinforce concepts presented in BSC1080.	SC	0 credit	CP
BSC1093	Anatomy and Physiology I	An intensive dual enrollment course with emphasis on normal physiology and disease states that result when normal homeostatic mechanisms are compromised. Cellular function, tissue components of the body, cellular metabolism, integumentary, skeletal, muscular, and nervous systems, and special senses. <i>Prerequisite required.</i>	SC	1 credit w/lab; .5 credit w/out lab	CP
BSC1093L	Anatomy and Physiology I Laboratory	A dual enrollment laboratory course in which exercises in anatomy and physiology are intended to enhance topics covered in BSC1093. Models, dissection material and other	SC	0 credit	CP

		media will be used to explore the structure of the cell, tissues, integumentary, skeletal, muscular, and nervous systems.			
BSC2012	Integrated Principles of Biology	An intensive dual enrollment course with emphasis on cellular, genetic, and evolutionary principles which form the foundation of biology. Emphasis on biomolecules, cell structure and function, protein synthesis, genetics, and organic evolution. <i>Prerequisite required.</i>	SC	1 credit w/lab; .5 credit w/out lab	CP
BSC2012L	Integrated Principles of Biology Laboratory	A dual enrollment laboratory course that provides hand-on exercises to complement the material presented in BSC2012 lecture course. <i>Prerequisite required.</i>	SC	0 credit	CP
BOT1010	General Botany	A dual enrollment course with emphasis on morphological, physiological, and taxonomic specs of plants. Significant plants groups are studied. <i>Prerequisite required.</i>	SC	1 credit w/lab; .5 credit w/out lab	CP
BOT1010L	General Botany Laboratory	An introductory dual enrollment laboratory course with appropriate microscope, dissection, and experimental exercises to accompany BOT1010.	SC	0 credit	CP
CHM1025	Introduction to College Chemistry	An introductory dual enrollment course for students with little or no prior exposure to chemistry. Emphasis is on language, fundamental concepts, and problem solving.	SC	1 credit w/lab; .5 credit w/out lab	CP
CHM1025 L	Introduction to College Chemistry Laboratory	An optional dual enrollment laboratory course with emphasis on basic laboratory skills and practical applications of chemistry, reinforcing concepts presented in CHM1025.	SC	0 credit	CP
CHM1045	General Chemistry I	A dual enrollment course. A modern survey of basic principles in chemistry with emphasis on scientific measurement, atomic and molecular structure, periodic properties, chemical reactions, stoichiometry, and kinetic molecular theory of gases. <i>Algebra and science prerequisites required.</i>	SC	1 credit w/lab; .5 credit w/out lab	CP
CHM1045 L	General Chemistry I Laboratory	A dual enrollment laboratory course to accompany CHM1045 designed to develop laboratory skills in chemistry. Experiments performed.	SC	0 credit	CP
HUN1201	Elements of Nutrition	A dual enrollment course presenting a biochemical and physiological approach to the study of nutrition which includes ingestion, digestion, absorption, metabolic pathways, nutrient data bases of foods, and factors influencing selection of foods.	SC	1 credit w/lab; .5 credit w/out lab	CP
HUN1201 L	Elements of Nutrition	A dual enrollment laboratory course to accompany HUN1201 that covers topics such as measurements in metric and English systems, macromolecules, chemistry of digestion, anatomy of digestive system, and food aesthetics.	SC	0 credit	CP

Updated 3/13/23

# High School Course Scope and Sequence

## World/Foreign Language Courses

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Course Area:	Credit Awarded:	Diploma Program:
0708340	Spanish 1	This course introduces students to the Spanish language and culture; it develops listening, speaking, and pronunciation skills.	FL	1 credit	CP/AC
0708350	Spanish 2	This course reinforces fundamental skills acquired in Spanish I, expanding listening skills and oral skills with emphasis on writing, reading, translating, and grammar.	FL	1 credit	CP/AC
0708360	Spanish 3 Honors	This course reinforces fundamental skills acquired in Spanish I, expanding listening skills and oral skills with emphasis on writing, reading, translating, and grammar.	FL	1 credit	CP/AC
0708370	Spanish 4 Honors	This course reinforces fundamental skills acquired in Spanish I, expanding listening skills and oral skills with emphasis on writing, reading, translating, and grammar.	FL	1 credit	CP/AC
0701320	French I	This course introduces students to the French language and culture; it develops listening, speaking, and pronunciation skills.	FL	1 credit	CP/AC
0701330	French II	This course reinforces fundamental skills acquired in French I, expanding listening skills and oral skills with emphasis on writing, reading, translating, and grammar.	FL	1 credit	CP/AC
0717300	American Sign Language 1	This course teaches students basic conversational skills in American Sign Language (ASL) and awareness of various aspects of deafness. Includes conversational vocabulary, grammatical features and principles of ASL, audiological, educational, social, and historical aspects of deaf culture.	FL	1 credit	CP/AC
0717310	American Sign Language 2	This course further develops hearing students' knowledge of ASL, including conversational skills, ASL syntax and principles, and cultural aspects of the deaf community.	FL	1 credit	CP/AC
0717312	American Sign Language 3 Honors	This course further develops hearing students' knowledge of ASL, including conversational skills, ASL syntax and principles, and cultural aspects of the deaf community.	FL	1 credit	CP/AC
0717314	American Sign Language 4 Honors	This course further develops hearing students' knowledge of ASL, including conversational skills, ASL syntax and principles, and cultural aspects of the deaf community.	FL	1 credit	CP/AC
0711300	Chinese 1		FL	1 credit	CP/AC
0711310	Chinese 2		FL	1 credit	CP/AC
0706300	Latin 1		FL	1 credit	CP/AC
0706310	Latin 2		FL	1 credit	CP/AC
0706320	Latin 3 Honors		FL	1 credit	CP/AC
0706330	Latin 4 Honors		FL	1 credit	CP/AC
0712300	Japanese 1		FL	1 credit	CP/AC
0712310	Japanese 2		FL	1 credit	CP/AC
0712320	Japanese 3 Honors		FL	1 credit	CP/AC
0712330	Japanese 4 Honors		FL	1 credit	CP/AC
0705320	Italian 1		FL	1 credit	CP/AC
0705330	Italian 2		FL	1 credit	CP/AC

0705340	Italian 3 Honors		FL	1 credit	CP/AC
0705350	Italian 4 Honors		FL	1 credit	CP/AC
			FL	1 credit	CP/AC
			FL	1 credit	CP/AC
<b>Dual Enrollment course can be taken at Pensacola State College, the University of West Florida, George Stone Technical College, Palm Beach Atlantic University, Liberty University, etc.</b>					
SPN1120	Beg Spanish 1	This course includes fundamentals of Spanish grammar, drill in pronunciation, reading, and special emphasis on oral expression in the language.	FL	1 credit	CP
SPN1121	Beg Spanish 2	This intermediate course focuses on Spanish speaking and comprehension as well as culture. <i>Prerequisite required.</i>	FL	1 credit	CP
SPN2240	Conversational Spanish I	This course is for students who desire proficiency in speaking Spanish through use of Spanish in classroom setting, practicing structural drills, and discussion of varied materials in Spanish.	FL	.5 credit	CP
SPA1612C	Beg ASL 1	This course will introduce students to American Sign Language (ASL), designed to promote a better understanding of ASL and to clarify how it differs from English Sign Systems and the English language as a whole. Course describes the history, value and culture of American deaf people. Basic conversational receptive and expressive sign language practice is emphasized.	FL	1 credit	CP
SPA1613C	Beg ASL 2	This course will teach students intermediate level American Sign Language (ASL) using idiomatic speech and colloquialisms. Vocabulary, complex grammatical constructions, inflection patterns in spontaneous conversation, production of conceptually accurate sign, and increasing receptive and expressive proficiency are emphasized. <i>Prerequisite required.</i>	FL	1 credit	CP
FRE1120	Beg French I		FL	1 credit	CP
FRE1121	Beg French II		FL	1 credit	CP
LAT1120	Beg Latin I		FL	1 credit	CP
LAT1121	Beg Latin II		FL	1 credit	CP
JPN1130	Japanese I		FL	1 credit	CP
JPN1131	Japanese 2		FL	1 credit	CP
SPA2614	Advanced ASL		FL	1 credit	CP
SPA2651	Fundamentals of Interpreting		FL	1 credit	CP
			FL	1 credit	CP
			FL	1 credit	CP
			FL	1 credit	CP
			FL	1 credit	CP

NOTE: there are NO Korean 1 & 2 courses for high school credit due to no established SOL's

Updated 3/13/23



# High School Course Scope and Sequence

## Bible/Religion Courses

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Course Area:	Curricula:	Credit Awarded:	Diploma Program:
999999 9	Successful Living	This course provides students with a comprehensive study of Proverbs 1-9. A verse-by-verse study of the historical wisdom of King Solomon with real-life applications.	BL	Midwest Warehouse	1 credit	CP/AC/VO/ ESE
999999 9	Bible Old Testament Survey	This course includes an in-depth study of each book in the Old Testament of the Holy Bible.	BL	Various	1 credit	CP/AC/ VO/ESE
999999 9	Bible Old Testament Survey Honors	This course includes an in-depth study of each book in the Old Testament of the Holy Bible.	BL	Various	1 credit	CP/AC
999999 9	Bible New Testament Survey	This course includes an in-depth study of each book in the New Testament from the Holy Bible.	BL	Various	1 credit	CP/AC/VO/ ESE
999999 9	Bible New Testament Survey Honors	This course includes an in-depth study of each book in the New Testament from the Holy Bible.	BL	Various	1 credit	CP/AC
999999 9	Bible Life of Christ	This course includes the study of the divine life of Jesus Christ, the Son of God and the basis of Christianity.	BL	Various	1 credit	CP/AC
999999 9	Bible 9-12	General Bible courses, Bible studies, Bible-based courses	BL	Various	.5-1 credit	CP/AC/VO/ ESE
999999 9	Apologetics	This course provides students with a comprehensive study of how to defend their Christian faith	BL	Various	.5-1 credit	CP/AC/VO/ ESE
999999 9	Catechism	Catholic Catechism	BL	Various	.5-1 credit	CP/AC/VO/ ESE
			BL	Various	.5-1 credit	CP/AC/VO/ ESE
			BL	Various	.5-1 credit	CP/AC/VO/ ESE
			BL	Various	.5-1 credit	CP/AC/VO/ ESE

### **HONORS LEVEL:**

*Biblical Studies- New Testament Survey* by ACE

Any high school course by Positive Action for Christ: <https://positiveaction.org/product-category-high-school>

### **INTERMEDIATE LEVEL:**

*Successful Living*: a study of Proverbs 1-9 by Midwest Warehouse

*Connecting With God: A Survey of the New Testament* by ACSI

*Journeying with God: A Survey of the Old Testament* by ACSI

*The Most Important Thing You'll Ever Study: New Testament Survey* by Starr Meade

*The Most Important Thing You'll Ever Study: Old Testament Survey* by Starr Meade

### **BASIC LEVEL:**

*A Journey Through the Old Testament, the Gospels, and Acts* by Kaye Freeman/Train-up a Child Publishing

*Jesus in the Old Testament* by Kaye Freeman/Train-up a Child Publishing

Books of the Bible by NavPress

Choose # of studies to complete by # of lessons in each study

[https://www.navpress.com/bible-studies/book-of-the-bible?sort=date\\_desc&tab=all&zcd=tab-all](https://www.navpress.com/bible-studies/book-of-the-bible?sort=date_desc&tab=all&zcd=tab-all)

**CATHOLIC COURSES:**

Bible Studies for teens by Loyola Press:

(Titles: Acts, Exodus, Genesis 1-11, John 1-10, John 11-21, Luke, Mark, Revelation)

<https://www.loyolapress.com/our-catholic-faith/scripture-and-tradition/catholic-bible-study/six-weeks-with-the-bible-for-teens>

Jesus Christ and the New Testament by St. Mary's Press <https://www.smp.org/series/94/Live-Jesus-in-Our-Hearts/>

Introduction to the Bible (New and Old Testament Surveys) by TAN Books

<https://cathyduffyreviews.com/homeschool-reviews-core-curricula/bible-religion/curricula-and-scripture-memory/introduction-to-the-bible>

Updated 3/13/23

# High School Course Scope and Sequence

## Electives Courses: General

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Curricula:	Course Area:	Credit Awarded:	Diploma Program:
2104330	Voluntary Community Service	Documented Community Serviced performed by students engaged in activities that give them an appreciation for their local community.	See List of approved VCS service locations:	CS	.5 credit	CP/AC/VO/ESE
1900300	Drivers Ed Traffic			EL	.5 credit	CP/AC/VO/ESE
2103300	World Cultural Geography	This course provides students with general geographical competency.		EL	.5 credit	AC/CP/VO/ESE
2100335	African American History			EL	.5 credit	AC/CP/VO/ESE
2100340	African American History			EL	1 credit	AC/CP/VO/ESE
0800300	Health 1 LMS	This course provides students with opportunities to develop and enhance critical life management skills, including but not limited to basic nutrition, disease prevention and cure, physical exercise, CPR and basic first aid, and mental disorders and treatment.		EL	.5 credit	CP/AC/VO/ESE
0800310	Health 2 Personal	This course focuses on personal development, relationships, social emotional learning (SEL), sex education and abstinence,				
2100350	Florida History	This course provides students with opportunities to acquire an understanding of the historical and contemporary political, economic, and social development of the state of Florida.	ACE Paces #1037-1042	EL	.5 credit	AC/VO/ES E
1009320	Creative Writing 1		IEW, WriteShop, Writing class, Co-op class, etc.	EL	1 credit	AC/CP/VO/ESE
1009330	Creative Writing 2		IEW, WriteShop, Writing class, Co-op class, etc.	EL	1 credit	AC/CP/VO/ESE
1009300	Writing 1: Paragraph (Honors)	Basic/beginning writing class which covers paragraph development; summary, critique, and essay development; research processes and basic MLA formatting; and locating, analyzing, and evaluating information. A writing emphasis course.		EL	.5 credit	AC/CP
1009310	Writing 2 Essay (Honors)	Intermediate writing class which covers essay development; summary, critique, and essay development; research processes and the most updated MLA formatting (8 <sup>th</sup> ed.); and locating, analyzing, and evaluating information. Course ends with a 750-word research essay. A writing emphasis course. <i>Prerequisite required: Writing 1</i>		EL	1 credit	AC/CP
1009370	Writing 3 Research Honors	Advanced college preparatory writing class which covers critique and essay development; research processes; the most updated MLA (8 <sup>th</sup> ed.) and Chicago/Turabian (9 <sup>th</sup> ed.) formatting; cogent argument and contrasting development; and locating, analyzing, and evaluating		EL	.5 credit	AC/CP

		information. Course ends with a 1500-word research paper. A writing emphasis course. <i>Prerequisite required: Writing 2</i>				
0800320	First Aid and Safety			EL	.5 credit	CP/AC/ES E
		<b>Dual Enrollment course can be taken at Pensacola State College, the University of West Florida, George Stone Technical College, Palm Beach Atlantic University, Liberty University, etc.</b>				

8500390	Cooking/Principles of Food Preparation	This course provides students with knowledge and hands-on experience in a kitchen setting with kitchen tools and appliances. Course addresses food preparation, food chemistry, ingredients, entertaining, creative cooking, quality cooking, gourmet cooking, grilling, baking, bread baking, and cake decoration.		VO	.5 credit	CP/AC/ESE
8500380	Sewing/Fabric Construction	This course provides students with knowledge and hands-on experience with a sewing machine and the process of basic hand sewing and machine sewing. Course addresses XXXX.		PA	.5 credit	CP/AC/ESE
1800300	AF Aerospace Science 1			EL	1 credit	CP/AC/ESE
1000412	Intensive Reading 1	Barton System Levels 1-2 (OG method), NILD (OG method)		EL	1 credit ea.	CP/AC/ESE
1000414	Intensive Reading 2	Barton System Levels 2-4 (OG method), NILD (OG method)		EL	1 credit ea.	CP/AC/ESE
1000416	Intensive Reading 3	Barton System Levels 3-5 (OG method), NILD (OG method)		EL	1 credit ea.	CP/AC/ESE
1000418	Intensive Reading 4	Barton System Levels 4-6 (OG method), NILD (OG method)		EL	1 credit ea.	CP/AC/ESE
CGS1570	Computer Concepts and Applications	A dual enrollment course which covers computer and networking concepts, applications, productivity software using Microsoft Office (Word processing, Excel spreadsheet, graphics, Access, and Outlook database, and PowerPoint). Computer access required.		EL	.5 credit	CP
SLS1101	College Success	A dual enrollment course which addresses common issues among college students such as developing effective college survival skills, life management skills, career achievement skills that will enable them to be successful in college, the workplace, and in becoming productive members of society. It includes opportunities to explore career options, development of time management skills, positive social skills, critical and creative thinking skills, awareness of and		EL	.5 credit	CP

		appreciation for diversity, effective reading techniques, test-taking skills, not-taking strategies, and goal-setting techniques.			
ANT 2000	Introduction to Cultural Anthropology	A dual enrollment course that introduces students to anthropology and thought through basic treatment of human evolution, origins of world civilizations, world archaeology, and modern world cultures, stressing the continuity of human nature. A writing emphasis course.	E L	.5 credit	CP
PSY 2012	General Psychology	A dual enrollment course that surveys psychology as a social science with an emphasis on the physiological and socio-environmental causes of behavior, incorporating the physiological aspects of personality development and mental health, the adaptability of the human to physical and social environments, human motives and emotions, learning and memory, attention, thinking, intelligence, personality, and abnormal mental conditions.	E L	.5 credit	CP
SYG 2000	Intro to Sociology		E L	.5 credit	CP
PHI 2100	Intro to Logic		E L	.5 credit	CP

OTHER COURSES ACCEPTED/ISSUED:

- 1799999 CRITICAL THINKING AND STUDY SKILLS
- 2400300 LEADERSHIP SKILLS DEVELOPMENT (CIVIL AIR PATROL)
- 8500345 FAMILY DYNAMICS
- 8600570 ENGINEERING TECH I
- 8709410 AUTO SERVICE TECH 1
- 8709420 AUTO SERVICE TECH 2
- 8730010 ELECTRONICS 1
- 8730020 ELECTRONICS 2
- 8812100 PRINCIPLES OF ENTREPRENEURIAL BUSINESS
- 9200149 AUTO & PROD TECH

Updated 3/13/23

# High School Course Scope and Sequence

## Electives Courses: Performing Fine Arts

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Course Area:	Credit Awarded:	Diploma Program:
1300300	Music Theory & Appreciation		PF	1 credit	CP/AC/ESE
1300340	Music of the World		PF	1 credit	CP/AC/ESE
1301320 1301330 1301340 1301350	Applied Music Guitar 1-4	Private or class guitar instruction.	PF	1 credit ea.	CP/AC/ESE
1301360 1301370 1301380 1301390	Applied Music Piano 1-4	Private or class piano or keyboard instruction.	PF	1 credit ea.	CP/AC/ESE
9999999	Applied Music Violin/ Viola/Cello/Bass 1-4	Private or class violin/viola, cello, or bass instruction.	PF	1 credit ea.	CP/AC/ESE
9999999	Applied Music Ukulele 1-4	Private or class ukulele instruction.	PF	1 credit ea.	CP/AC/ESE
9999999	Applied Music Percussion 1-4	Private or class percussion instruction.	PF	1 credit ea.	CP/AC/ESE
1302420	Instrument Tech 1	Private or class percussion instruction.	PF	1 credit ea.	CP/AC/ESE
1302430	Instrument Tech 2	Private or class percussion instruction.	PF	1 credit ea.	CP/AC/ESE
1302440	Instrument Tech 3	Private or class percussion instruction.	PF	1 credit ea.	CP/AC/ESE
1302450	Instrument Tech 4 Honors	Private or class percussion instruction.	PF	1 credit ea.	CP/AC/ESE
1302300, 1302310, 1302320, 1302330, 1302340, 1302350	Band 1-4, 5 Honors, 6 Honors	A course that give musicians opportunities to develop musicianship in a band atmosphere, developing tone production, performance techniques, musical literacy, notation, and appreciation.	PF	1 credit ea.	CP/AC/ESE
1302360, 1302370, 1302380, 1302390	Orchestra 1-4	A course that give musicians opportunities to develop musicianship in an orchestra atmosphere, developing tone production, performance techniques, musical literacy, notation, and appreciation.	PF	1 credit ea.	CP/AC/ESE
1302460, 1302470, 1302480, 1302490	Music Ensemble 1, 2, 3 4 Honors	A course that give musicians opportunities to develop musicianship in an ensemble atmosphere, developing tone production, performance techniques, musical literacy, notation, and appreciation.	PF	1 credit ea.	CP/AC/ESE
1303300	Chorus 1		PF	1 credit	CP/AC/ESE
1303310	Chorus 2		PF	1 credit	CP/AC/ESE
1303320	Chorus 3		PF	1 credit	CP/AC/ESE
1303330	Chorus 4		PF	1 credit	CP/AC/ESE
1303340	Chorus 5 Honors		PF	1 credit	CP/AC/ESE
0400540	Voice & Diction		PF	1 credit ea.	CP/AC/ESE
0400700	Music Theatre 1		PF	1 credit ea.	CP/AC/ESE
0400710	Music Theatre 2		PF	1 credit ea.	CP/AC/ESE
0400720	Music Theatre 3		PF	1 credit ea.	CP/AC/ESE

1303400	Vocal Technique 1		PF	1 credit ea.	CP/AC/ESE
1303410	Vocal Tech 2		PF	1 credit ea.	CP/AC/ESE
1303420	Vocal Tech 3		PF	1 credit ea.	CP/AC/ESE
1303430	Vocal Tech 4 Honors		PF	1 credit ea.	CP/AC
1303440	Vocal Ensemble 1		PF	1 credit ea.	CP/AC/ESE
1303450	Vocal Ensemble 2		PF	1 credit ea.	CP/AC/ESE
1303460	Vocal Ensemble 3		PF	1 credit ea.	CP/AC/ESE
1303470	Vocal Ensemble 4 Honors		PF	1 credit ea.	CP/AC/ESE
1305500	Music Techniques 1	Instrument or voice	PF	1 credit ea.	CP/AC/ESE
	Music Techniques 2	Instrument or voice	PF	1 credit ea.	CP/AC/ESE
	Music Techniques 3	Instrument or voice	PF	1 credit ea.	CP/AC/ESE
	Music Techniques 4	Instrument or voice	PF	1 credit ea.	CP/AC/ESE
0108310	Creative Photography I		PF	.5 credit	CP/AC/ESE
0400370	Acting 1		PF	1 credit ea.	CP/AC/ESE
0400380	Acting 2		PF	1 credit ea.	CP/AC/ESE
0400390	Acting 3		PF	1 credit ea.	CP/AC/ESE
0400400	Acting 4 Honors		PF	1 credit ea.	CP/AC/ESE
0400310	Theatre 1		PF	1 credit ea.	CP/AC/ESE
0400320	Theatre 2		PF	1 credit ea.	CP/AC/ESE
0400330	Theatre 3 Honors		PF	1 credit ea.	CP/AC
0400340	Theatre 4 Honors		PF	1 credit ea.	CP/AC
0400620	Theatre Improv 1		PF	1 credit ea.	CP/AC/ESE
9999999	Theatre Improv 2		PF	1 credit ea.	CP/AC/ESE
9999999	Theatre Improv 3		PF	1 credit ea.	CP/AC/ESE
9999999	Theatre Improv 4 Honors		PF	1 credit ea.	CP/AC/ESE
1007300	Speech 1	This course provides students with basic fundamentals of formal and informal oral communication, formal and informal speaking, effective listening, analysis of audience, and public speaking technique.	PF	1 credit ea.	CP/AC/ESE
1007305	Speech 1	This course provides students with basic fundamentals of formal and informal oral communication, formal and informal speaking, effective listening, analysis of audience, and public speaking technique.	PF	.5 credit	CP/AC/ESE
1007310	Speech 2	This course provides students with intermediate skills of formal and informal oral communication, formal and informal speaking, effective listening, analysis of audience, and public speaking technique.	PF	1 credit	CP/AC/ESE
1007315	Speech 2	This course provides students with intermediate skills of formal and informal oral communication, formal and informal speaking, effective listening, analysis of audience, and public speaking technique.	PF	.5 credit	CP/AC/ESE
1007330	Debate 1	This course provides basic instruction informal and informal oral debate through argumentation and problem solving with exploration of logical thinking, organization of facts, speaking skills, and research skills. Participation in debates required.	PF	1 credit ea.	CP/AC/ESE
1007340	Debate 2	This course provides intermediate instruction informal and informal oral debate through argumentation and problem solving with exploration of logical thinking, organization of facts, speaking skills, and research skills. Participation in debates required.	PF	1 credit ea.	CP/AC/ESE
1007350	Debate 3 Honors		PF	1 credit ea.	CP/AC/ESE
1007360	Debate 4 Honors		PF	1 credit ea.	CP/AC/ESE

			PF	1 credit ea.	CP/AC/ESE
			PF	1 credit ea.	CP/AC/ESE
			PF	1 credit ea.	CP/AC/ESE
		<b>Dual Enrollment Classes at Pensacola State College or the University of West Florida</b>			
SPC1006 C	Basic Speaking and Listening Skills	This introductory speech communication course focuses on the critical listening, message composition, and speech delivery components of the FL CLASP. A speaking-intensive course that involves comprehensive and critical listening, instruction of general speech concepts, and performance of basic speech types.	PF	.5 credit	CP
THE 2300	Dramatic Literature		PF	.5 credit	CP
				.5 credit	CP

Updated 3/13/23



# High School Course Scope and Sequence

## Electives Courses: Physical Education

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Course Area:	Credit Awarded :	Diploma Program:
7915020	ACCESS Personal Fitness		PE	1-2 credit	ESE
7915015	ACCESS HOPE		PE	1-2 credit	ESE
3026010	HOPE		PE	1 credit	CP/AC/ESE
1501300	Personal Fitness 1	This course provides students with opportunities to develop an optimal level of health-related fitness, acquire knowledge of fitness techniques, and participate in active physical exercise.	PE	.5 credit ea.	CP/AC/ESE
1501310	Personal Fitness 2/Fitness Lifestyle Design		PE	.5 credit	CP/AC/ESE
1502460	Self Defense	Students receive instruction in Karate, Tae Kwon Do, Brazilian Ju Jitzu, or other Mixed Martial Arts methods of self-defense from trained and certified masters, teachers	PE	.5 credit	CP/AC/ESE
1502300	Beginning Gymnastics		PE	.5 credit	CP/AC/ESE
1502310	Intermediate Gymnastics		PE	.5 credit	CP/AC/ESE
1502320	Advanced Gymnastics		PE	.5 credit	CP/AC/ESE
1501340	Beginning Weight Training		PE	.5 credit	CP/AC/ESE
1501350	Intermediate Weight training		PE	.5 credit	CP/AC/ESE
1501360	Advanced Weight Training		PE	.5 credit	CP/AC/ESE
1503350	Team Sports 1		PE	.5 credit	CP/AC/ESE
1503360	Team Sports 2		PE	.5 credit	CP/AC/ESE
1505500	Beginning Volleyball		PE	.5 credit	CP/AC/ESE
1505510	Intermediate Volleyball		PE	.5 credit	CP/AC/ESE
1505520	Advanced Volleyball		PE	.5 credit	CP/AC/ESE
1503310	Basketball		PE	.5 credit	CP/AC/ESE
1503315	Basketball 2		PE	.5 credit	CP/AC/ESE
9999999	Basketball 3-4		PE	.5 credit ea.	CP/AC/ESE
1503330	Softball		PE	.5 credit	CP/AC/ESE
1503320	Beginning Soccer	Varsity level team sports at district public school, private school, or club; year 1	PE	.5 credit	CP/AC/ESE
9999999	Intermediate Soccer	Varsity level team sports at district public school, private school, or club; year 1	PE	.5 credit	CP/AC/ESE
9999999	Advanced Soccer	Varsity level team sports at district public school, private school, or club; year 1	PE	.5 credit	CP/AC/ESE
1503310	Beginning Basketball	Varsity level team sports at district public school, private school, or club; year 1	PE	.5 credit	CP/AC/ESE

9999999	Intermediate Basketball	Varsity level team sports at district public school, private school, or club; year 2	PE	.5 credit	CP/AC/ESE
9999999	Advanced Basketball	Varsity level team sports at district public school, private school, or club; year 3	PE	.5 credit	CP/AC/ESE
1504520	Beginning Tennis		PE	.5 credit	CP/AC/ESE
9999999	Intermediate Tennis		PE	.5 credit	CP/AC/ESE
9999999	Advanced Tennis		PE	.5 credit	CP/AC/ESE
9999999	Beginning Lacrosse	Varsity level team sports at district public school, private school, or club; year 1	PE	.5 credit	CP/AC/ESE
9999999	Intermediate Lacrosse	Varsity level team sports at district public school, private school, or club; year 2	PE	.5 credit	CP/AC/ESE
9999999	Advanced Lacrosse	Varsity level team sports at district public school, private school, or club; year 3	PE	.5 credit	CP/AC/ESE
9999999	Beginning Football	Varsity level team sports at district public school, private school, or club; year 1	PE	.5 credit	CP/AC/ESE
9999999	Intermediate Football	Varsity level team sports at district public school, private school, or club; year 2	PE	.5 credit	CP/AC/ESE
9999999	Advanced Football	Varsity level team sports at district public school, private school, or club; year 3	PE	.5 credit	CP/AC/ESE
1502480	Outdoor Education	Hunting, fishing, boating, gun safety	PE	.5 credit	CP/AC/ESE
1503400, 1503410, 1503420	Aerobics 1-3		PE	.5 credit ea.	CP/AC/ESE
1504460	Swimming 1		PE	.5 credit	CP/AC/ESE
15044701	Swimming 2		PE	.5 credit	CP/AC/ESE
			PE	.5 credit	CP/AC/ESE
			PE	.5 credit	CP/AC/ESE
		<b>Dual Enrollment Classes at Pensacola State College or the University of West Florida</b>	PE	.5 credit	
				.5 credit	CP
				.5 credit	CP
				.5 credit	CP

Updated 3/13/23

# High School Course Scope and Sequence

## Electives Courses: Practical Arts & Vocational

Florida Course Code #	Course Name:	Course Description & Learning Objectives:	Curriculum	Course Area:	Credit Awarded:	Diploma Program:
8200320	Keyboard Typing	A practical computer keyboarding skills course with experience in varied subject matter, requiring a final speed of 40 awpm (adjusted words per minute) with certification.		VO	.5 credit	CP/AC//ESE
8500120	Dave Ramsey's Foundations of Personal Finance			VO	.5 credit	CP/AC//ESE
	Digital Information Technology 1			PA	.5 credit	CP/AC//ESE
8004210	Intro to Equestrian			PA	1 credit	CP/AC//ESE
8004220	Beginning Equestrian			PA	1 credit	CP/AC//ESE
8004230	Intermediate Equestrian			PA	1 credit	CP/AC//ESE
8004240	Advanced Equestrian			PA	1 credit	CP/AC//ESE
9540610	Private Pilot Ground Training			VO	1 credit	CP/AC//ESE
8121510	Horticulture & Gardening: Intro			PA	1 credit ea.	CP/AC//ESE
8207310	Digital Info Tech			PA	1 credit ea.	CP/AC//ESE
8405130	Early Childhood Ed 3			PA	1 credit	CP/AC//ESE
8500355 > 9999999	Nutrition & Wellness	Course Code Terminated after 2019-2020 The Nutrition Science series is a practical, common-sense study of nutrition based on biblical concepts. It is ideal for individual study, schools, ACE schools, homeschools, or a small-group study. Nutrition Science includes projects and recipes. This comprehensive nutrition science course studying the following topics: Developing Good Daily Habits, Importance of a Balanced Diet, Seven Major Nutrients Found in Food, Planning Your Eating, The importance of drinking plenty of water, Good and bad fats, Best ways to include fiber in your diet, Whole Grains Starches – complex carbohydrates, Sweets – simple carbohydrates, Animal and vegetable proteins, Principles of combining proteins, Ways to prepare beans, Vitamin deficiency diseases, Fat-soluble and water-soluble vitamins, Minerals – macro minerals and trace minerals, Using vitamin knowledge in your daily habits, Variety Vegetables, Favorite Fruits, Lifetime weight control	Midwest Warehouse (6 Paces)	VO	1 credit ea.	CP/AC//ESE
					1 credit ea.	CP/AC//ESE
					1 credit ea.	CP/AC//ESE
		<b>Dual Enrollment Classes at Pensacola State College or the University of West Florida</b>				
					.5 credit	CP
					.5 credit	CP

Updated 3/13/23

8301650	Work Experience-OJT 1-4		VO	1-4 credits	AC/VO/ESE
8502000	Life Management Skills	This course assists students with the development of essential life management skills necessary for managing their lives now and in the future. Content includes but is not limited to emotional, social, physical, and intellectual development of self and others; nutritional consumer education, resource management and budgeting; substance abuse; disease prevention; AIDS and other STDs, sexual abstinence, teenage pregnancy, decision-making, and CPR.	VO	.5 credit	CP/AC/VO/ESE
9999999	Nutrition Science	This course enables students to analyze the relationship between nutrition and wellness to promoted healthy living in a real world. Concepts include the functions and sources of nutrients, consumer skills, eating disorders, and meal planning.	VO	.5 credit	CP/AC/VO/ESE

8201510	TV Production Tech 1	This course introduces students to the history of television, principles of lighting and audio technique, basic camera operation, scriptwriting and editing with documented records of hands-on-experience in the day-to-day operation of television studio equipment and performance of various functions on a television crew.	PA	1 credit	AC/CP/VO/ESE
8201520	TV Production Tech 2	This course provides students with expanded experience, study, and application of television production principles begun in 1100300; this could include planning, writing, recording, directing, and editing various television production and programming activities. Documented records of hands-on-experience. <i>Prerequisite required.</i>	PA	1 credit	AC/CP/VO/ESE

9999999	Informatics	Students will learn about the theory, organization and process of information collection, transmission, utilization on computers, how to analyze user needs for information systems and how to plan, design, develop, implement and manage networks, develop skills in problem-solving techniques, mathematics, and computer systems, study systems architecture, modeling, design of computers and networks, artificial intelligence, and systems management. Students will have hands-on experience with computing systems and have extensive use of hardware, software, and network technologies. (Dual Enrollment or Vocational School course)	VO	1 credit ea.	AC/VO/ESE
---------	-------------	--	----	--------------	-----------



# **CAMPUS SCHOOL CLASS INFORMATION**



# ENGLISH LANGUAGE ARTS

## BARTON READING & SPELLING SYSTEM

An Orton-Gillingham tutoring method for Exceptional Education students with Specific Learning Disabilities in Reading (Dyslexia) for students in Grades 2-12

Full year class, Monday-Thursday

Class time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Kate Newkirk

See the *CIAS Campus Handbook* for more details about our Reading Intervention and tutoring lessons.

When a student with a diagnosis of dyslexia or an IEP for specific learning disability in reading enrolls in CIAS, we take this diagnosis seriously. As part of our RTI intervention, these students are quickly identified and moved into Tier 2 small reading groups, and if needed into reading tutoring or therapy.

CIAS utilizes two different dependable and long-respected Orton-Gillingham methods to teach pre-phonemic awareness and phonics, the Barton Reading & Spelling System tutoring and National Institute of Learning Development (NILD) therapy.

Barton System: <https://bartonreading.com/>

NILD: <https://www.nild.org/>



## **GUIDED READING GROUPS FOR GRADES K-8**

A guided reading class for students in Grades K-2

Full year class, Monday-Friday

Class time: See EEL classroom daily schedule

Five In a Row Curriculum

Platform: On-campus class at CIAS Campus School

Teacher: EEL teacher team

A guided reading class for students in Grades 3-5

Full year class, Monday-Thursday

Class time: See UEL classroom daily schedule

List of Grade 3-4 choice/chapter books with study guides

Platform: On-campus class at CIAS Campus School w/Google Meet Live Online available

Teacher: UEL teacher team

A guided reading class for students in Grades 6-8

Full year class, Monday-Thursday

Class time: See MS classroom daily schedule

List of Grade 3-4 choice/chapter books with study guides

Platform: On-campus class at CIAS Campus School

Teacher: MS or HS teacher team

# 9<sup>TH</sup> GRADE READING

A guided reading class for students in Grade 9

Full year class, Monday-Wednesday

Class time: See HS Class Schedule

Platform: On-campus class at CIAS Campus School w/Google Meet Live Online available

Teacher: HS teacher team

1 High School Credit

Textbooks:

BJUP's Elements of Literature (textbook only):

[https://www.christianbook.com/elements-literature-grade-10-student-edition/9781606821671/pd/277624?product\\_redirect=1&search\\_term=bjup%20elements%20of%20literature&Ntt=277624&item\\_code=&Ntk=keywords&event=ESRCP](https://www.christianbook.com/elements-literature-grade-10-student-edition/9781606821671/pd/277624?product_redirect=1&search_term=bjup%20elements%20of%20literature&Ntt=277624&item_code=&Ntk=keywords&event=ESRCP)

Nathaniel Hawthorne's Tanglewood Tales:

[https://www.amazon.com/Tanglewood-Tales-Nathaniel-Hawthorne/dp/1548385247/ref=sr\\_1\\_1?keywords=9781548385248&qid=1566000411&s=books&sr=1-1](https://www.amazon.com/Tanglewood-Tales-Nathaniel-Hawthorne/dp/1548385247/ref=sr_1_1?keywords=9781548385248&qid=1566000411&s=books&sr=1-1)

Harper Lee's To Kill a Mockingbird:

[https://www.christianbook.com/to-kill-a-mockingbird/harper-lee/9780060935467/pd/935467?product\\_redirect=1&search\\_term=to%20kill&Ntt=935467&item\\_code=&Ntk=keywords&event=ESRCP](https://www.christianbook.com/to-kill-a-mockingbird/harper-lee/9780060935467/pd/935467?product_redirect=1&search_term=to%20kill&Ntt=935467&item_code=&Ntk=keywords&event=ESRCP)

No Fear Shakespeare Romeo & Juliet:

<https://www.amazon.com/Romeo-Juliet-No-Fear-Shakespeare/dp/1586638459>

No Fear Shakespeare: Twelfth Night:

[https://www.amazon.com/Twelfth-Night-No-Fear-Shakespeare/dp/1586638513/ref=sr\\_1\\_2?dchild=1&keywords=no+fear+twelfth+night&qid=1597706718&sr=8-2](https://www.amazon.com/Twelfth-Night-No-Fear-Shakespeare/dp/1586638513/ref=sr_1_2?dchild=1&keywords=no+fear+twelfth+night&qid=1597706718&sr=8-2)

Optional: George Elliot's Silas Marner:

[https://www.amazon.com/Silas-Marner-Dover-Thrift-Editions/dp/0486292460/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1503541968&sr=1-1&keywords=silas+marner](https://www.amazon.com/Silas-Marner-Dover-Thrift-Editions/dp/0486292460/ref=sr_1_1?s=books&ie=UTF8&qid=1503541968&sr=1-1&keywords=silas+marner)

Class supplies:

3-ring notebook, 1"

30-tab dividers

notebook paper

pen/pencil

Laptop (you will bring this to class each week)

Internet access to Google Classroom, Drive/Docs

Google Classroom

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.



# Christian Institute of Arts & Sciences

2007 North 61<sup>st</sup> Avenue  
Pensacola, FL 32506  
[www.christianinstitute.com](http://www.christianinstitute.com)

Phone: (850) 457-4058  
Fax: (850) 458-5132  
[nogratrjoy@christianinstitute.com](mailto:nogratrjoy@christianinstitute.com)

## *World Literature Class Syllabus*

### **COURSE #1005300**

### **SUBJECT AREA:**

English Language Arts (ELA)

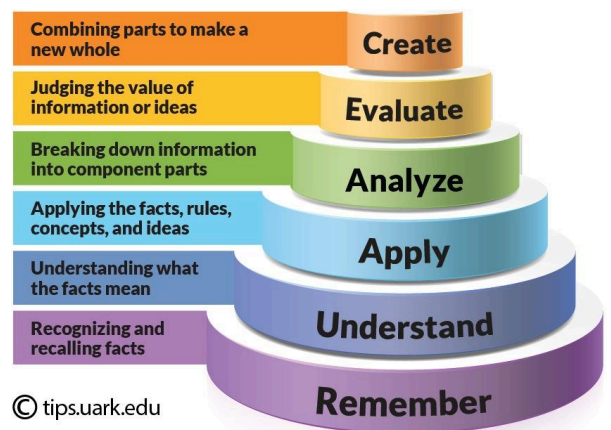
### **COURSE INFORMATION:**

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of world literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections.

### **COURSE CONTENT:**

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

1. active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
2. analysis of literature and informational texts from varied literary periods to examine:
  - a. text craft and structure
  - b. elements of literature
  - c. arguments, themes, and claims supported by textual evidence
  - d. power and impact of language
  - e. influence of history, culture, and setting on language
  - f. personal critical and aesthetic response
3. writing for varied purposes
  - a. crafting coherent, supported informative/expository texts
  - b. responding to literature for personal and analytical purposes
4. 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
5. collaboration amongst peers



# *Learning Objectives & SOL's*

## *World Literature Class*

### **LEARNING OBJECTIVES:**

To engage students in all levels of learning, according to Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

### **WORLD LITERATURE CURRICULUM CONTENT**

#### **Unit 1: Utopian / Dystopian Fiction & Science Fiction**

*Literary Terms:*

Theme	Extended metaphor	Cacophony
Figurative language	Imaginative comparison	Syntax
Simile	Imagery	Allegory
Metaphor	Personification	Conceit
Tenor	Repetition	Metonymy
Vehicle	Parallelism	Synecdoche
Implied metaphor	Euphony	Paradox

Utopian and Dystopian:

Sir. Thomas More  
Lois Lowry  
Ray Bradbury  
Kurt Vonnegut  
Jonathan Swift  
Plato

Science Fiction:

Mary Shelley  
Jules Verne  
HG Wells

#### **Unit 2: Mystery /Historical Fiction**

*Literary Terms:*

Character	Flat character	First person narrator
Character motivation	Round character	Plot
Protagonist	Static character	Subplot
Antagonist	Dynamic character	Exposition
Tragic hero	Point of view	Inciting incident
Tragic flaw	Omniscient point of view	Rising action
Sympathetic character	Limited omniscient point of view	Crisis
Unsympathetic character	view	Climax

Falling action

Denouement

Mystery/ Detective Stories:

Sir. Arthur Conan Doyle

Agitha Christie

Edgar Allan Poe

Historical Fiction:

Harper Lee

Mark Twain

Miguel de Cervantes

Alexandre Dumas

Charles Dickens

Louisa May Allcott

Bronte Sisters

Tolstoy

Sir Walter Scott

Stephen Crane

Rudyard Kipling

Chinua Achebe

Jane Austin

Robert Louis

Stevenson

### **Unit 3: Medieval/ Fairy Tales/ Folktales/ Mythology**

*Literary Terms:*

Myth

Tone

Folktale

Mythology

Homeric epithet

Fairytales

Symbolism

Epic

Conflict

Symbol

Epic simile

External conflict

Atmosphere

Fable

Internal conflict

Folk Tales:

Uncle Remus

Mythology:

Greek Mythology

Fables:

Aesop's

Fairy Tales:

The Blue Fairy Book by Andrew Lang

### **Unit 4: Shakespearean Literature/ Poetry**

*Literary Terms:*

Drama

Soliloquy

Narrative Poems

Closet drama

Aside

Epic Poem

Comedy

Poetry

Verse

Tragedy

Concrete language

Rhymed verse

Act

Connotative language

Rhyme scheme

Scene

Rhyme

Italian sonnet

Prologue

Stanza

Blank verse

Epilogue

Lyric Poem

Free verse

Shakespearean Literature:

Shakespearean Plays  
Shakespearean Sonnets

Poetry:

Christina Rossetti  
Edgar Allen Poe  
Emily Dickinson

**Textbook:**

*Elements of Literature* (BJU Press, 2nd Edition)

<https://www.bjupress.com/product/517029>

**Supplemental Materials for Reading, Study, & Classroom Discussion:**

*The Giver* by Lois Lowry

[https://www.amazon.com/Giver-Quartet-Lois-Lowry/dp/0544336267/ref=sr\\_1\\_1?crid=1VKYJXFOS73LD&keywords=the+giver&qid=1687048267&prefix=the+giver%2Caps%2C305&sr=8-1](https://www.amazon.com/Giver-Quartet-Lois-Lowry/dp/0544336267/ref=sr_1_1?crid=1VKYJXFOS73LD&keywords=the+giver&qid=1687048267&prefix=the+giver%2Caps%2C305&sr=8-1)

*To Kill a Mockingbird* by Harper Lee

[https://www.amazon.com/Kill-Mockingbird-Harper-Lee/dp/0060935464/ref=sr\\_1\\_1?crid=3RZ725KGFLZEA&keywords=to+kill+a+mockingbird&qid=1687048290&prefix=to+kill%2Caps%2C128&sr=8-1](https://www.amazon.com/Kill-Mockingbird-Harper-Lee/dp/0060935464/ref=sr_1_1?crid=3RZ725KGFLZEA&keywords=to+kill+a+mockingbird&qid=1687048290&prefix=to+kill%2Caps%2C128&sr=8-1)

*Sir Gawain and the Green Knight* by Jessie L. Weston

[https://www.amazon.com/Gawain-Green-Knight-Dover-Literature/dp/0486431916/ref=sr\\_1\\_2?crid=1XZB6HMZYF1SP&keywords=Sir+Gawain+and+the+Green+Knight+by+Jessie+L.+Weston+dover&qid=1687048371&prefix=sir+gawain+and+the+green+knight+by+jessie+l.+weston+dover%2Caps%2C125&sr=8-2](https://www.amazon.com/Gawain-Green-Knight-Dover-Literature/dp/0486431916/ref=sr_1_2?crid=1XZB6HMZYF1SP&keywords=Sir+Gawain+and+the+Green+Knight+by+Jessie+L.+Weston+dover&qid=1687048371&prefix=sir+gawain+and+the+green+knight+by+jessie+l.+weston+dover%2Caps%2C125&sr=8-2)

*Romeo and Juliet* by Shakespeare

[https://www.amazon.com/Romeo-Juliet-No-Fear-Shakespeare/dp/1586638459/ref=sr\\_1\\_1?crid=2M1206RORKUF3&keywords=romeo+and+juliet+no+fear+shakespeare&qid=1687048412&prefix=Romeo+and+Juliet+by+Shakespeare+no+fear%2Caps%2C125&sr=8-1](https://www.amazon.com/Romeo-Juliet-No-Fear-Shakespeare/dp/1586638459/ref=sr_1_1?crid=2M1206RORKUF3&keywords=romeo+and+juliet+no+fear+shakespeare&qid=1687048412&prefix=Romeo+and+Juliet+by+Shakespeare+no+fear%2Caps%2C125&sr=8-1)

**STANDARDS OF LEARNING (SOL's):**

Adapted from <https://www.cpalms.org/PreviewCourse/Preview/4384#>

**STRAND: COMMUNICATION**

**Communicating Through Writing:**

ELA.9.C.1.4 Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.

**Communicating Orally:**

ELA.9.C.2.1 Present information orally, with a logical organization and coherent focus, with

credible evidence, creating a clear perspective.

*Clarification 1:* At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.

### **Following Conventions:**

ELA.9.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

*Clarification 1:* Skills to be implemented but not yet mastered are as follows: Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. Use knowledge of usage rules to create flow in writing and presenting.

## **STRAND: READING**

### **Reading Prose and Poetry:**

ELA.9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text.

*Clarification 1:* Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

*Clarification 2:* For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

ELA.9.R.1.2: Analyze universal themes and their development throughout a literary text.

*Clarification 1:* A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.9.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

ELA.9.R.1.4: Analyze the characters, structures, and themes of epic poetry.

### **Reading Across Genres:**

ELA.9.R.3.1: Explain how figurative language creates mood in text(s).

*Clarification 1:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

ELA.9.R.3.2: Paraphrase content from grade-level texts.

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

ELA.9.R.3.3: Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

*Clarification 1:* The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

ELA.9.R.3.4: Explain an author's use of rhetoric in a text.

*Clarification 1:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from [9.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

## **STRAND: VOCABULARY**

### **Finding Meaning/Vocabulary:**

ELA.9.V.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.9.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.



*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

ELA.9.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

## **STRAND: EXPECTATIONS**

### **Read & Comprehend Grade-Level Complex Texts Proficiently:**

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1: Make inferences to support comprehension.

### **Use Appropriate Collaborative Techniques and Active Listening Skills When Engaging in Discussions in a Variety of Situations:**

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

*Clarification:* In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### **Use the Accepted Rules Governing a Specific Format to Create Quality Work:**

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

*Clarification:* Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.

### **Use Appropriate Voice and Tone When Speaking or Writing:**

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

*Clarification:* In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

# ***World Literature Honors Class***

## **HONORS COURSE #1020850**

### **HONORS COURSE INFORMATION:**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of World literature through advanced integrated educational experiences. Emphasis

will be on expounding on the major genres covered in this course. Students will be assigned additional reading assignments and then create book report presentations to show the class. English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction but should be combined purposefully.

### **HONORS LEVEL COURSE NOTE:**

Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

## ***World Literature SPED Class***

CIAS Administration and Teachers work collaboratively together to curate and create alternate learning content, formative assessments, and summative assessments which are specifically designed for our Special Education students (SPED/ESE). These are presented and posted on our Google Classroom platform as B-Assignments (vs. A-Assignments for GENED students) which only these students may see and access (thus no stigma associated). This may include, but is not limited to the following:

1. Alternate reading materials
  - a. Alternative, abridged reading books, such as junior illustrated classics, graphic novels, or manga-style versions
  - b. E-books
  - c. Online audiobooks
2. Alternate formative assessments
  - a. Watch & Learns assessments, vs. Lifepac assignments
  - b. Creation of alternative Google Classroom content/Google Form quizzes to match modified materials
3. Modified summative assessments
  - a. Modified vocabulary quizzes and study/prep materials on Quizlet
  - b. Modified content tests and study/prep materials on Quizlet



# Christian Institute of Arts & Sciences

2007 North 61<sup>st</sup> Avenue  
Pensacola, FL 32506  
[www.christianinstitute.com](http://www.christianinstitute.com)

Phone: (850) 457-4058  
Fax: (850) 458-5132  
[nogratrjoy@christianinstute.com](mailto:nogratrjoy@christianinstute.com)

## *American Literature Class Syllabus*

### **GENERAL CLASS DETAILS:**

Fall & Spring Semesters

Class time: Wednesdays, 1:30-3:00 PM

Start date: August 24, 2022

1 credit: American Literature #1005310, American Literature Honors #1020810, English 3 #1001370, English 3 Honors #1001380, English 4 #1001400, English 4 Honors #1001410

Grade 11-12th students

Teacher: Ms. Mary Beth Jones, M.Ed.

[mbjones@christianinstitute.com](mailto:mbjones@christianinstitute.com)

Cell (for *texting* only) 850-380-9557

### **WHAT WILL I BE STUDYING IN THIS CLASS:**

This is a comprehensive American Literature course, studying pieces of literature from Native American oral traditions and America's colonial works to modern 21<sup>st</sup> century literature.

### **BOOKS & MATERIALS:**

Alpha Omega's 5 Lifepac set American Literature

Vol 1:

<http://www.christianbook.com/american-literature-lifepac-early-1600-1800/9780740301285/pd/301284?event=ESRCG>

Vol 2:

<http://www.christianbook.com/american-literature-lifepac-romantic-period-1855/9780740301292/pd/301292?event=CPOF>

Vol 3:

<http://www.christianbook.com/american-literature-lifepac-reconciliation-1855-1865/9780740301308/pd/301306?event=CPOF>

Vol 4:

<http://www.christianbook.com/american-literature-lifepac-modern-1915-1946/9780740301315/pd/301314?event=CPOF>

Vol 5:

<http://www.christianbook.com/american-literature-lifepac-modern-postmodern-present/9780740301322/pd/301322?event=CPOF>

Booker T. Washington's *Up From Slavery*

[https://www.amazon.com/Up-Slavery-Booker-T-Washington/dp/1508483116/ref=sr\\_1\\_4?ie=UTF8&qid=1535567203&sr=8-4&keywords=up+from+slavery](https://www.amazon.com/Up-Slavery-Booker-T-Washington/dp/1508483116/ref=sr_1_4?ie=UTF8&qid=1535567203&sr=8-4&keywords=up+from+slavery)

Edgar Allan Poe's short story, "The Masque of the Red Death"

[https://www.public.asu.edu/~cajsa/eng200\\_fall07/The%20Masque%20of%20the%20Red%20Death.pdf](https://www.public.asu.edu/~cajsa/eng200_fall07/The%20Masque%20of%20the%20Red%20Death.pdf)

Nathaniel Hawthorne's short story "Pomegranate Seeds" from *Tanglewood Tales*

[https://www.amazon.com/gp/product/1548385247/ref=ppx\\_yo\\_dt\\_b\\_search\\_asin\\_image?ie=UTF8&psc=1](https://www.amazon.com/gp/product/1548385247/ref=ppx_yo_dt_b_search_asin_image?ie=UTF8&psc=1)

Nathaniel Hawthorne's *The Scarlet Letter*

[https://www.amazon.com/gp/product/0977338444/ref=oh\\_aui\\_search\\_detailpage?ie=UTF8&psc=1](https://www.amazon.com/gp/product/0977338444/ref=oh_aui_search_detailpage?ie=UTF8&psc=1)

Thornton Wilder's

stageplay "Our Town"

Lifepac 4

Tennessee Williams' stageplay "The Glass Menagerie"

[https://www.amazon.com/Glass-Menagerie-Tennessee-Williams/dp/0811214044/ref=sr\\_1\\_1?crd=D3Z22KNIIOUF&keywords=the+glass+menagerie+tennessee+williams&qid=1678325562&srefix=the+glass+menag%2Caps%2C117&sr=8-1](https://www.amazon.com/Glass-Menagerie-Tennessee-Williams/dp/0811214044/ref=sr_1_1?crd=D3Z22KNIIOUF&keywords=the+glass+menagerie+tennessee+williams&qid=1678325562&srefix=the+glass+menag%2Caps%2C117&sr=8-1)

Student's choice of a title off of the American Literature Book List (to write a book report about)

### **CLASS SUPPLIES:**

A pencil or writing pen

3-ring binder for class assignment sheets

5-tab divider set

### **ONLINE PLATFORM: GOOGLE CLASSROOM**

The Google Classroom Class Code for "Ms. MBJ's Economics Class" is: w3rdkl5

Google Classroom Link: <https://classroom.google.com/c/NDc5MzQyNTI2NTY1?cjc=w3rdkl5>

Google Meet link: <https://meet.google.com/mxt-ehrp-dwp>

### **WHAT DOES THE TEACHER EXPECT OF ME IN THIS CLASS?**

1. Be attentive
2. Take notes when she lectures
3. Participate socially in class
4. Answer questions when called upon
5. Participate in collaborative projects
6. Keep my notes and binder organized
7. Do my homework and complete assignments by the due dates
8. Write papers and complete projects and turn in by the due dates
9. Study and take Quizzes/Tests by the due dates
10. Have a learning spirit!

### **GRADING: HOW WILL THIS CLASS BE GRADED?**

Your final grade in this class is split into three sections.

**50% of Grade:** Completion of quizzes & tests

**35% of Grade:** Completion of homework, supplementary reading, & projects- Read and answer questions in 5 Lifepacs, complete outside reading and assigned books; watch videos; prepare projects, presentations, speeches; and write essays

**15% of Grade:** Class attendance & participation (including responsive interaction, reading in class, and collaborative work with classmates)

# Learning Objectives & SOL's American Literature Class

**COURSE # 1005310**

**SUBJECT AREA:**

English Language Arts (ELA)

**COURSE INFORMATION:**

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of American literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative American literature, highlighting the major genres, themes, issues, and influences associated with the selections.

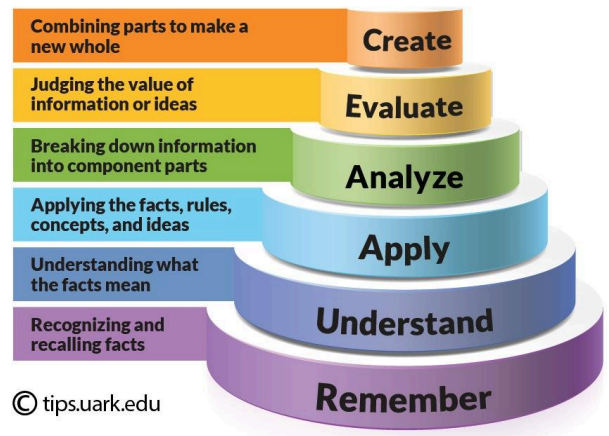
**COURSE CONTENT:**

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

1. Active reading of varied American literary texts for what they say explicitly, as well as the logical inferences that can be drawn
2. Analysis of literature and informational texts from varied American literary periods to examine:
  - a. Text craft and structure
  - b. Elements of literature
  - c. Arguments and claims supported by textual evidence
  - d. Power and impact of language
  - e. Influence of history, culture, and setting on language
  - f. Personal critical and aesthetic response
3. Writing for varied purposes
  - a. Crafting coherent, supported informative/expository texts
  - b. Responding to literature for personal and analytical purposes
4. Collaboration amongst peers

**LEARNING OBJECTIVES:**

To engage students in all levels of learning, according to Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.



## AMERICAN LITERATURE CURRICULUM CONTENT: CHRONOLOGICAL TIME PERIODS & WRITERS

TBA

### **STANDARDS OF LEARNING (SOL's):**

Adapted from <https://www.cpalms.org/PreviewCourse/Preview/4388#>

#### **STRAND: COMMUNICATION**

##### **Communicating Through Writing:**

ELA.10.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

ELA.10.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

##### **Communicating Orally:**

ELA.10.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

##### **Following Conventions:**

ELA.10.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

##### **Researching:**

ELA.10.C.4.1: Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

##### **Creating & Collaborating:**

ELA.10.C.5.1: Create digital presentations to improve understanding of findings, reasoning, and evidence.

Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

ELA.10.C.5.2: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

#### **STRAND: READING**

##### **Reading Prose and Poetry:**

ELA.10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text.

Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers.

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

ELA.10.R.1.2: Analyze and compare universal themes and their development throughout a literary text.

ELA.10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

**Reading Informational Text:**

ELA.10.R.2.2: Analyze the central idea(s) of historical American speeches and essays.

**Reading Across Genres:**

ELA.10.R.3.1: Analyze how figurative language creates mood in text(s).

Clarification : Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

ELA.10.R.3.2: Paraphrase content from grade-level texts.

**STRAND: VOCABULARY****Finding Meaning/Vocabulary:**

ELA.10.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

ELA.10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**STRAND: EXPECTATIONS****Read & Comprehend Grade-Level Complex Texts Proficiently:**

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Use Appropriate Collaborative Techniques and Active Listening Skills When Engaging in Discussions in a Variety of Situations:**

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarification: In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the Accepted Rules Governing a Specific Format to Create Quality Work:**

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarification: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.

**Use Appropriate Voice and Tone When Speaking or Writing:**

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarification: In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## *American Literature Honors Class*

### **HONORS COURSE # 1020810**

#### **HONORS COURSE INFORMATION:**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of American literature through advanced integrated educational experiences. Emphasis will be on representative American literature, highlighting the major genres, themes, subjects, and historical influences associated with each literary period.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

#### **HONORS LEVEL COURSE NOTE:**

Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.





# Christian Institute of Arts & Sciences

2007 North 61<sup>st</sup> Avenue  
Pensacola, FL 32506  
[www.christianinstitute.com](http://www.christianinstitute.com)

Phone: (850) 457-4058  
Fax: (850) 458-5132  
[nogratrjoy@christianinstitute.com](mailto:nogratrjoy@christianinstitute.com)

## *British Literature Class Syllabus*

### **GENERAL CLASS DETAILS:**

Full year class: Fall & Spring Semesters  
Class time: Tuesdays, 1:30-3:00 PM  
Start date: August 15, 2023  
Format: Hybrid Class (1 class period per week, homework/assessments accessible on Google Classroom)  
Teacher: Ms. Mary Beth Jones, B.S., M.Ed.  
[mbjones@christianinstitute.com](mailto:mbjones@christianinstitute.com)  
Cell (for *texting* only) 850-380-9557  
For GENED, ESE/SPED, and honors students in Grades 11 & 12

### **SUBJECT AREA:**

English Language Arts (ELA)  
1 credit: British Literature #1020810, British Literature Honors #xxxxxxx, English 3 #1001370, English 3 Honors #1001380, English 4 #1001400, English 4 Honors #1001410

### **COURSE INFORMATION:**

This is a comprehensive British Literature course, studying pieces of literature from Old and Middle English literature up through 20th century literature and modern literary trends.

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of British and Commonwealth literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative British literature, highlighting the major genres, themes, issues, and influences associated with the selections

### **BOOKS & MATERIALS:**

Base Curricula: Alpha Omega Lifepac set of 5  
5 Lifepacs only: <https://www.rainbowresource.com/product/BRLTLP/British-Literature-Lifepac-Set.html?>  
Seamus Heaney's translation of *Beowulf*  
Geoffrey Chaucer's *The Canterbury Tales*  
William Shakespeare's *The Taming of the Shrew in Plain English*  
Charlotte Bronte's *Jane Eyre*

HONORS: Jane Austen's *Pride and Prejudice*  
ALT HONORS: TBD

### **CLASS SUPPLIES:**

A pencil or writing pen

3-ring binder for class assignment sheets

5-tab divider set

Internet access

Access to Google Classroom, Docs, and Slides via your CIAS student email account

### **ONLINE PLATFORM: GOOGLE CLASSROOM**

You will be asked to join the online Google Classroom associated with this class via your CIAS school email address.

The Google Classroom Class Code for “Ms. MBJ’s British Literature Class” is: fnefpyh

Google Classroom Link: <https://classroom.google.com/c/NTM1MjcxODEzODE5?cjc=fnefpyh>

Google Meet Link: <https://meet.google.com/zqa-rqhe-sjq>

### **WHAT DOES THE TEACHER EXPECT OF ME IN THIS CLASS?**

1. Be attentive
2. Take notes when she lectures
3. Participate socially in class
4. Answer questions when called upon
5. Participate in collaborative projects
6. Keep my notes and binder organized
7. Do my homework and complete assignments by the due dates
8. Write papers and complete projects and turn in by the due dates
9. Study and take Quizzes/Tests by the due dates
10. Have a learning spirit!

### **GRADING: HOW WILL THIS CLASS BE GRADED?**

Your final grade in this class is split into three sections.

**50% of Grade:** Completion of quizzes & tests

**35% of Grade:** Completion of homework, supplementary reading, & projects- Read and answer questions over content of 5 Lifepacs, published by Alpha Omega Publications (in workbooks as well as Google Classroom assignments), complete outside reading and assigned books; watch videos; prepare projects, presentations, speeches; and write essays

**15% of Grade:** Class attendance & participation (including responsive interaction, reading in class, and collaborative work with classmates)

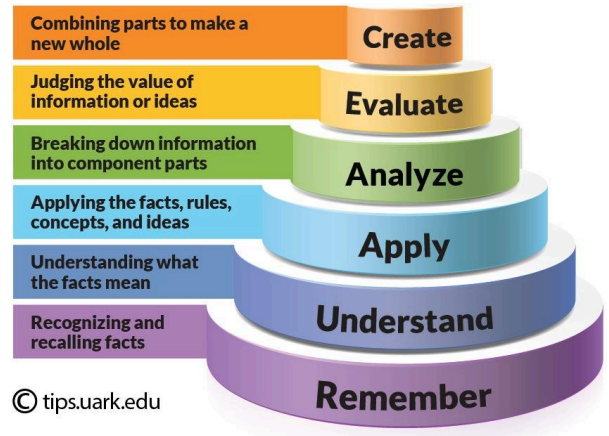
## *Learning Objectives & SOL's* *British Literature Class*

### **COURSE CONTENT:**

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

1. Active reading of varied British literary texts for what they say explicitly, as well as the logical inferences that can be drawn
2. Analysis of literature and informational texts from varied British literary periods to examine:
  - a. Text craft and structure
  - b. Elements of literature

- c. Arguments and claims supported by textual evidence
  - d. Power and impact of language
  - e. Influence of history, culture, and setting on language
  - f. Personal critical and aesthetic response
3. Writing for varied purposes
    - a. Crafting coherent, supported informative/expository texts
    - b. Responding to literature for personal and analytical purposes
  4. Collaboration amongst peers



**BRITISH LITERATURE CURRICULUM CONTENT:  
CHRONOLOGICAL TIME PERIODS & WRITERS**

Middle Ages:

- Old English Literature
- Middle English Literature
- Morality Plays and Prose Fiction

Sixteenth Century:

- Early Renaissance
- Renaissance Poets
- Renaissance Prose & Drama

Seventeenth & Eighteenth Century:

- The Stuarts & Puritans
- Restoration & Neoclassical Writers

Nineteenth Century:

- Romantic Era

Late Romantic Era

Victorian Era

Twentieth Century:

- The World Wars
- Modern Poetry, Drama, & Prose
- Modern Fiction

**LEARNING OBJECTIVES:**

To engage students in all levels of learning, according to Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

**Lifepac 1:**

1. Understand the historical & cultural context of Old/Middle English Literature
2. Appreciate the English literature of the Middle Ages for its wisdom and beauty
3. Discern the causes of political and ecclesiastical abuses during the Middle Ages that eventually led to the Reformation
4. Gain better understanding of the beginning and development of the English Language and its literature

**Lifepac 2:**

1. Recognize the Bible's central importance to the English Reformation
2. Understand the important role the Renaissance scholarship in the Reformation
3. Discern the differences between the ideal of the Renaissance and those of the Reformation
4. Understand the relationship between the ideal of the Reformation and those of Elizabethan culture
5. Appreciate the wisdom and eloquence of the authors of each period

**Lifepac 3:**

1. Understand the history of the Puritan Revolution
2. Discern the dangers of a state instituted religion
3. Appreciate the Puritan approach to truth and its impact on the Western world
4. Discern the fundamental philosophical differences between those that supported Parliamentary supremacy and those that supported royal supremacy
5. Identify the impact of the Enlightenment on the literature of the neoclassical age
6. Appreciate the influence of the Bible on the works of Christian writers

**Lifepac 4:**

1. Gain an overview of the events of the French Revolution in relation to England
2. Discern the roots of rebellion against traditional religion and politics
3. Understand the religious beliefs of the Romantic and Victorian writer in relation to Christianity
4. Identify the effects of industrialism, evolution, higher criticism, and traditionalism on Victorian culture
5. Discern England's need for political and economic reform in the nineteenth century
6. Gain an appreciation for the works of Romantic and Victorian writers

**Lifepac 5:**

1. Gain an understanding of the political, social and religious history of the first half of the twentieth century
2. Discern the causes and the consequences of "the absence of God" from modern society
3. Appreciate the influence of Christian writers in the twentieth century
4. Discern the causes of modern literary trends

**STANDARDS OF LEARNING (SOL's):**

Adapted from <https://www.cpalms.org/PreviewCourse/Preview/22376> and <https://www.cpalms.org/PreviewCourse/Preview/4413>

**STRAND: COMMUNICATION**

**Communicating Through Writing:**

ELA.10.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

ELA.10.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

**Communicating Orally:**

ELA.10.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

**Following Conventions:**

ELA.10.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Researching:**

ELA.10.C.4.1: Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

**Creating & Collaborating:**

ELA.10.C.5.1: Create digital presentations to improve understanding of findings, reasoning, and evidence.

Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

ELA.10.C.5.2: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

## **STRAND: READING**

### **Reading Prose and Poetry:**

ELA.10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text.

Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers.

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

ELA.10.R.1.2: Analyze and compare universal themes and their development throughout a literary text.

ELA.10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

### **Reading Informational Text:**

ELA.10.R.2.2: Analyze the central idea(s) of historical American speeches and essays.

### **Reading Across Genres:**

ELA.10.R.3.1: Analyze how figurative language creates mood in text(s).

Clarification : Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

ELA.10.R.3.2: Paraphrase content from grade-level texts.

## **STRAND: VOCABULARY**

### **Finding Meaning/Vocabulary:**

ELA.10.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

ELA.10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

## **STRAND: EXPECTATIONS**

**Read & Comprehend Grade-Level Complex Texts Proficiently:**

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Use Appropriate Collaborative Techniques and Active Listening Skills When Engaging in Discussions in a Variety of Situations:**

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarification: In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the Accepted Rules Governing a Specific Format to Create Quality Work:**

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarification: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.

**Use Appropriate Voice and Tone When Speaking or Writing:**

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarification: In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## *British Literature Honors Class*

**HONORS COURSE INFORMATION:**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of American literature through advanced integrated educational experiences. Emphasis will be on representative American literature, highlighting the major genres, themes, subjects, and historical influences associated with each literary period.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

**HONORS LEVEL COURSE NOTE:**

Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.



# Christian Institute of Arts & Sciences

2007 North 61<sup>st</sup> Avenue  
Pensacola, FL 32506  
[www.christianinstitute.com](http://www.christianinstitute.com)

Phone: (850) 457-4058  
Fax: (850) 458-5132  
[nogratrjoy@christianinstitute.com](mailto:nogratrjoy@christianinstitute.com)

## *Writing 1 Class Syllabus*

### GENERAL CLASS DETAILS:

Halfyear class: Fall Semester

Class time: Thursdays, 1:30-3:00 PM

Start date: August 17, 2023

Format: Hybrid Class (1 class period per week, homework/assessments accessible on Google Classroom)

Teacher: Ms. Mary Beth Jones, B.S., M.Ed.

[mbjones@christianinstitute.com](mailto:mbjones@christianinstitute.com)

Cell (for texting only) 850-380-9557

For GENED, ESE/SPED, and honors students in Grades 8-10

### SUBJECT AREA:

English Language Arts (ELA)

½ credit: #1009300 Writing 1, part of #1001310 English 1 or #1001340 English 2, parts of #1001320 English 1

Honors or #1001350 English 2 Honors, or part of #7910120 Access English 1 or #7910125 Access English 2

### COURSE INFORMATION:

This is a comprehensive writing course, reviewing English grammar and mechanics, basic writing skills and development.

The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.

### BOOKS & MATERIALS:

Writing Skills, Book 2

[www.christianbook.com/writing-skills-book-2/diana-king/9780838825662/pd/882566?product\\_redirect=1&Ntt=882566&item\\_code=&Ntk=keywords&event=ESRCP](http://www.christianbook.com/writing-skills-book-2/diana-king/9780838825662/pd/882566?product_redirect=1&Ntt=882566&item_code=&Ntk=keywords&event=ESRCP)

### CLASS SUPPLIES:

A pencil or writing pen

3-ring binder for class assignment sheets

5-tab divider set

Internet access

Access to Google Classroom, Docs, and Slides via your CIAS student email account

#### ONLINE PLATFORM: GOOGLE CLASSROOM

You will be asked to join the online Google Classroom associated with this class via your CIAS school email address.

The Google Classroom Class Code for “Ms. MBJ’s British Literature Class” is: ufzkozW

Google Classroom Link: <https://classroom.google.com/c/NTgwODU5ODkwNjIw?cjc=ufzkozW>

Google Meet Link: <https://meet.google.com/agc-dhse-dqe>

#### WHAT DOES THE TEACHER EXPECT OF ME IN THIS CLASS?

1. Be attentive
2. Take notes when she lectures & tells you to do so
3. Participate socially in class
4. Answer questions when called upon
5. Participate in collaborative projects
6. Keep my notes and binder organized
7. Do my homework and complete assignments by the due dates
8. Write papers and complete projects and turn in by the due dates
9. Study and take Quizzes/Tests by the due dates
10. Have a learning spirit!

#### GRADING: HOW WILL THIS CLASS BE GRADED?

Your final grade in this class is split into three sections.

50% of Grade: Completing & submitting all writing assignments

35% of Grade: Completion of homework, supplementary worksheets and assignments, taking 4 quizzes, and completing Writing Skills workbook assignments

15% of Grade: Class attendance & participation (including responsive interaction, reading in class, collaborative work with classmates, responsive interaction, and note-taking)

## *Learning Objectives & SOL's* *Writing 1 Class*

#### **COURSE CONTENT:**

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

1. Active reading of exemplar writing models to examine
  - a. Text craft and structure
  - b. Development of stated or implied theme(s) throughout a literary text
  - c. Analyze the central idea(s), implied or explicit, and its development throughout a text
  - d. Explain how figurative language contributes to tone and meaning in text(s)
  - e. Identify rhetorical appeals in a text (logos, pathos, ethos)
  - f. Paraphrase content from grade-level texts



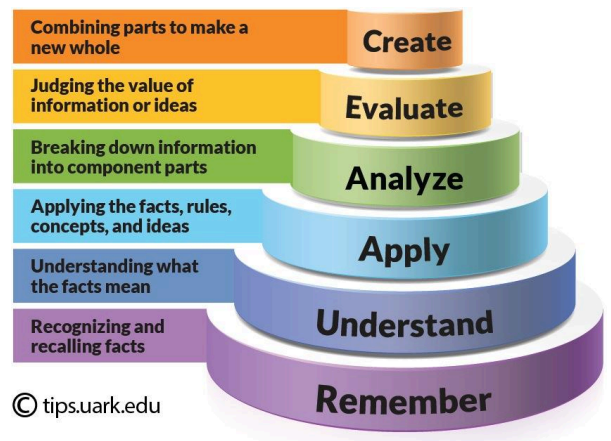
- g. Compare and contrast how authors from different time periods address the same or related topics
- 2. Writing for varied purposes, including
  - a. Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language
  - b. Write and support a claim using logical reasoning, relevant evidence, elaboration, and a logical organizational structure
  - c. Write expository texts to explain and/or analyze information from multiple sources
  - d. Improve writing by planning, revising, and editing, considering feedback from adults and peers
  - e. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level
- 3. Using appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

**WRITING 1 CURRICULUM CONTENT:**

- 1. Grammar & mechanics
  - a. Parts of Speech
  - b. Punctuation
  - c. Capitalization
  - d. Writing mechanics
- 2. Writing
  - a. Phrases and Clauses
  - b. Four types of sentences
  - c. Sentence Variety & Structure
  - d. Compound and Complex Sentences
  - e. Pre-writing
  - f. Free Writing
  - g. Brainstorming
  - h. Creative writing
  - i. Paragraph sentences:
    - i. Topic Sentences
    - ii. Supporting Sentences
    - iii. Conclusion Sentences
  - j. Basic Paragraph Development
  - k. Writing Paragraphs:
    - i. Example Paragraphs
    - ii. Reason Paragraphs
    - iii. Definition Paragraphs
    - iv. Narrative Paragraphs

**LEARNING OBJECTIVES:**

To engage students in all levels of learning, according to Bloom’s Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.



**STANDARDS OF LEARNING (SOL's):**

Adapted from <https://www.cpalms.org/PreviewCourse/Preview/3777>  
<https://www.cpalms.org/PreviewCourse/Preview/4977>

This section is still a work in progress as of 8/17/23.

## **STRAND: COMMUNICATION**

### **Communicating Through Writing:**

ELA.10.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

ELA.10.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

### **Communicating Orally:**

ELA.10.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

### **Following Conventions:**

ELA.10.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

### **Researching:**

ELA.10.C.4.1: Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

### **Creating & Collaborating:**

ELA.10.C.5.1: Create digital presentations to improve understanding of findings, reasoning, and evidence.

Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

ELA.10.C.5.2: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

## **STRAND: EXPECTATIONS**

### **Read & Comprehend Grade-Level Complex Texts Proficiently:**

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1: Make inferences to support comprehension.

### **Use Appropriate Collaborative Techniques and Active Listening Skills When Engaging in Discussions in a Variety of Situations:**

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarification: In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### **Use the Accepted Rules Governing a Specific Format to Create Quality Work:**

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarification: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.

### **Use Appropriate Voice and Tone When Speaking or Writing:**

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarification: In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## *Writing 1 Honors Class*

### **HONORS COURSE INFORMATION:**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of American literature through advanced integrated educational experiences. Emphasis will be on representative American literature, highlighting the major genres, themes, subjects, and historical influences associated with each literary period.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

### **HONORS LEVEL COURSE NOTE:**

Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.



# Christian Institute of Arts & Sciences

2007 North 61<sup>st</sup> Avenue  
Pensacola, FL 32506  
[www.christianinstitute.com](http://www.christianinstitute.com)

Phone: (850) 457-4058  
Fax: (850) 458-5132  
[nogratrjoy@christianinstitute.com](mailto:nogratrjoy@christianinstitute.com)

## Writing 2 Class Syllabus

### **GENERAL CLASS DETAILS:**

Full year class

Class time: Thursdays, 1:30-3:00 PM

Start date: August 17, 2022

Format: Hybrid Class (1 class period per week, homework/assessments accessible on Google Classroom)

Teacher: Ms. Mary Beth Jones, B.S., M.Ed.

[mbjones@christianinstitute.com](mailto:mbjones@christianinstitute.com)

Cell (for *texting* only) 850-380-9557

For GENED, ESE/SPED, and honors students in Grades 9-12

### **SUBJECT AREA:**

English Language Arts (ELA)

½ credit: #1009310 Writing 2

part of 1 credit #1001310 English 1 or #1001340 English 2, parts of #1001320 English 1 Honors or #1001350 English 2 Honors

### **LEARNING OBJECTIVES:**

Students are expected to learn the following writing composition skills:

1. Learn how to essays following the “7 Sentence/5 Paragraph Essay Pattern”
2. Learn how to brainstorm for their written assignments using the Essay Plan graphic organizer
3. Learn how to prepare and write in-class essays
4. Learn how to write research essays/papers
5. Learn how to use source materials properly without plagiarizing using direct quotes, paraphrasing, summarizing, and citations appropriately
6. Master both MLA and APA formats for essay writing
7. Learn how to edit and revise their own writing
8. How to use technology-based Google Classroom platforms to retrieve and submit homework assignments

### **SOL's (Florida B.E.S.T.):**

xxx

**ELA TOPICS COVERED:**

Brainstorming  
Free-writing  
Maintaining Coherence & Unity  
Literary Definitions & Examples  
Editing: Grammar & Mechanics  
Cause/Effect Writing  
Classification Writing  
Essay Structure  
Review of Paragraph Development  
Essay formats: MLA & APA  
Persuasive/Argumentative Essay  
Comparison & Contrast Essay  
Literary Critique  
In-Class Essay  
Research Essay

**WORKBOOK:**

Writing Skills, Book 3

[www.christianbook.com/writing-skills-book-3/diana-king/9780838820520/pd/912052?product\\_redirect=1&Ntt=912052&item\\_code=&Ntk=keywords&event=ESRCP](http://www.christianbook.com/writing-skills-book-3/diana-king/9780838820520/pd/912052?product_redirect=1&Ntt=912052&item_code=&Ntk=keywords&event=ESRCP)

**OTHER SUPPLIES NEEDED:**

Pen/pencil  
3-ring notebook, 1"  
30-tab divider  
notebook paper  
Access to internet & Google Drive/Docs (iCloud storage)

**GOOGLE CLASSROOM:**

<https://classroom.google.com/c/NTM3ODIxNDQxNDA5?cjc=6v2ncnr>

Class Code: 6v2ncnr

**WHAT DOES MS. MARY BETH EXPECT FROM ME IN THIS CLASS?**

1. Pay attention & don't let yourself get distracted
2. Participate socially in class
3. Answer questions when called upon
4. Participate in collaborative exercises
5. Take notes when she tell you to
6. Keep my class binder organized
7. Do my homework and complete writing assignments by the due dates
8. Have a learning spirit!

**LATE WORK AND MAKEUP WORK:**

After 1 week of assignment due date = 10 points off.

After 2 weeks of assignment due date = 20 points off.

After 3 weeks of assignment due date = automatic 0 for that assignment.

SPED/B List students: Arrange assignment due dates with homeroom teachers

**HOW TO MAKE AN “A” IN THIS CLASS:**

35%: Completion of quizzes & workbook assignments

50%: Completion of writing assignments & essays according to RUBRICS

15%: Class attendance, participation, collaborative work, responsive interaction, and note-taking



# Christian Institute of Arts & Sciences

2007 North 61<sup>st</sup> Avenue  
Pensacola, FL 32506  
[www.christianinstitute.com](http://www.christianinstitute.com)

Phone: (850) 457-4058  
Fax: (850) 458-5132  
[nogratrjoy@christianinstitute.com](mailto:nogratrjoy@christianinstitute.com)

## *Writing 3 Class Syllabus*

### **CLASS INFORMATION:**

A Research and College Preparatory Writing class

Grades 10-12 who have passed Writing 2 or are advanced writers

Spring semester, Thursday afternoon

Class time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School w/Google Meet Live Online available

Teacher: Mary Beth Jones

0.5 High School credit: FL Course #1009370

### **WHAT WILL I LEARN IN THIS CLASS?**

Intermediate writing rules and guidelines

Essay development techniques

Writing style development

Integration of grammar and mechanics

Editing exercises

Research writing

Persuasive writing

Comparison and contrast writing

MLA formatting

Turabian formatting

### **WHAT DO I NEED FOR THIS CLASS?**

Laptop (bring to class every week)

Flash/USB/thumb drive (for saving papers/backup)

Microsoft Word, Open Office, or Google Docs

3-ring binder

15-tab divider set

Notebook paper

Pencil/pen to take notes

Internet & Facebook access

### **WHAT IS EXPECTED OF ME?**

1. Be attentive
2. Take notes when she lectures
3. Participate socially in class
4. Answer questions when called upon
5. Participate in the collaborative exercises

6. Keep my notes and worksheets/binder organized
7. Do my homework assignments by the due dates
8. Study and prepare for any tests administered
9. Have a learning spirit

**TEXTBOOK/WORKBOOK:**

Order the *MLA Handbook for Writers of Research Papers*, 8<sup>th</sup> edition

[https://smile.amazon.com/Handbook-Modern-Language-Association-America/dp/1603292624/ref=sr\\_1\\_1?ie=UTF8&qid=1483373602&sr=8-1&keywords=mla+handbook](https://smile.amazon.com/Handbook-Modern-Language-Association-America/dp/1603292624/ref=sr_1_1?ie=UTF8&qid=1483373602&sr=8-1&keywords=mla+handbook)

**FACEBOOK GROUP:**

You will be invited to become a member of the CIAS World Literature Class Facebook Group if you have a Facebook profile. All weekly homework assignments and study/research/video links will be posted here:

<https://www.facebook.com/groups/445184058888750/>

**HOW WILL THIS CLASS BE GRADED (HOW TO MAKE AN A!):**

Your final grade in this class is split into two sections.

**Part 1:** 85% Completion of writing assignments, essays, and papers

**Part 2:** 15% Class attendance & participation, collaborative work, and responsive interaction in class



# **SOCIAL STUDIES**

# Economics Class Syllabus

## **CLASS INFO:**

Class time: Tuesdays, 2-3:30 PM  
Start date: September 1  
Half-year Class  
1 credit, Florida Course #1005310  
Grades 11-12  
Christian Institute of Arts and Sciences  
Ms. Mary Beth Jones  
mbjones@christianinstitute.com  
Cell (for texting only): 850-380-9557

## **WHAT WILL I BE STUDYING IN THIS CLASS:**

This class is a comprehensive Economics course, studying some of the key concepts and ideas in economics. Some of these are well known such as the important of incentives, while others may be less accepted, such as free trade benefits everyone. But they are all important to master; economics is a science (we study how people behave), and art (each of us engages in economic behavior), and a way of thinking about the world.

## **ORDER TEXTBOOKS:**

Common Sense Economics (2016):

[https://www.amazon.com/Common-Sense-Economics-Everyone-Prosperity/dp/125010694X/ref=sr\\_1\\_1?dchild=1&keywords=common+sense+economics&qid=1598984575&sr=8-1](https://www.amazon.com/Common-Sense-Economics-Everyone-Prosperity/dp/125010694X/ref=sr_1_1?dchild=1&keywords=common+sense+economics&qid=1598984575&sr=8-1)

Money, Greed & God:

[https://www.amazon.com/Money-Greed-God-Capitalism-Solution/dp/0061900575/ref=sr\\_1\\_2?crid=2WKC7P7FS6K06&dchild=1&keywords=money+greed+and+god&qid=1598984630&prefix=money+greed+and+%2Caps%2C180&sr=8-2](https://www.amazon.com/Money-Greed-God-Capitalism-Solution/dp/0061900575/ref=sr_1_2?crid=2WKC7P7FS6K06&dchild=1&keywords=money+greed+and+god&qid=1598984630&prefix=money+greed+and+%2Caps%2C180&sr=8-2)

## **PURCHASE CLASS SUPPLIES:**

A pencil or writing pen  
3-ring binder for class assignment sheets  
30-tab divider set (Walmart or Office Depot)

## **FACEBOOK GROUP:**

You will be invited to become a member of the CIAS Economics Class Facebook Group if you have a Facebook profile. All weekly homework assignments and study/research/video links will be posted here:  
<https://www.facebook.com/groups/358950834450967>

## **WHAT DOES THE TEACHER EXPECT OF ME IN THIS CLASS?**

1. Be attentive
2. Take notes when she lectures
3. Participate socially in class
4. Answer questions when called upon
5. Participate in collaborative projects

6. Keep my notes and binder organized
7. Do my homework and complete assignments by the due dates
8. Write papers and complete projects and turn them in on time
9. Study and take Quizzes/Tests
10. Have a learning spirit!

**HOW WILL THIS CLASS BE GRADED (I.E. HOW TO MAKE AN A!):**

Your final grade in this class is split into three sections.

Part 1: 50% Completion of 5 Tests

Part 2: 35% Class Homework- 13 Worksheets & Dialogue Responses

Part 3: 15% Class attendance & participation, collaborative work, and responsive interaction

Honors: Outside Reading- Articles, Excerpts from books



# Christian Institute of Arts & Sciences

2007 North 61<sup>st</sup> Avenue  
Pensacola, FL 32506  
[www.christianinstitute.com](http://www.christianinstitute.com)

Phone: (850) 457-4058  
Fax: (850) 458-5132  
[nogratrjoy@christianinstitute.com](mailto:nogratrjoy@christianinstitute.com)

## *U.S. Government Class Syllabus*

### COURSE #2106310

### SUBJECT AREA:

Social Studies

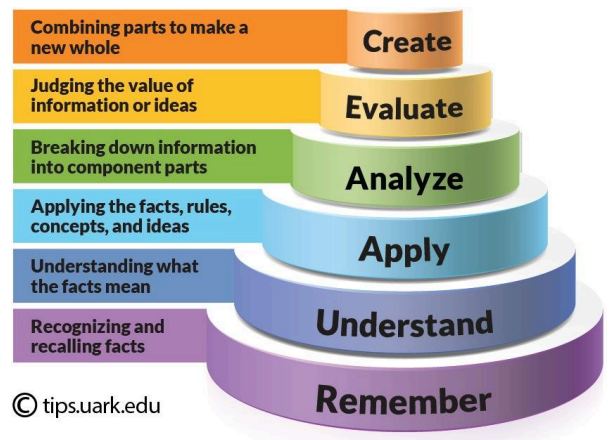
### COURSE INFORMATION:

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

### COURSE CONTENT:

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

1. active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
2. analysis of literature and informational texts from varied literary periods to examine:
  - a. text craft and structure
  - b. elements of literature
  - c. arguments, themes, and claims supported by textual evidence
  - d. power and impact of language
  - e. influence of history, culture, and setting on language
  - f. personal critical and aesthetic response
3. writing for varied purposes
  - a. crafting coherent, supported informative/expository texts
  - b. responding to literature for personal and analytical purposes
4. 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
5. collaboration amongst peers



# *Learning Objectives & SOL's*

## *U.S. Government Class*

### **LEARNING OBJECTIVES:**

To engage students in all levels of learning, according to Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

### **U.S. GOVERNMENT CURRICULUM CONTENT**

#### **Unit 1: The Biblical Basis of Government**

- God is the Author of Government
- Biblical Principles of Government
- The Influence of the Law of Moses
- The Bible on Leadership
- Government in the Bible

#### **Unit 2: The Idea of Government and Its Various Forms**

- Ways of Governing
- Ancient and Medieval Monarchies
- Athenian Democracy and the Roman Republic
- Our English Roots
- Birth of the Enlightenment Philosophy

#### **Unit 3: The United States: An Exercise in Government Building**

- Assuming a "Separate and Equal Station"
- America as a Confederation
- A Rising and Not a Setting Sun
- America's Foundation of Faith
- We the People of the United States

#### **Unit 4: Article 1: Congress (Part 1)**

- To Serve in the House
- Choosing the Senate
- The Congress Shall Assemble
- Who They Are and What They Do
- Committee and Political Party Organization

#### **Unit 5: Article 1: Congress (Part 2)**

- How a Bill Becomes a Law (Part 1)
- How a Bill Becomes a Law (Part 2)
- Power of Congress
- Limitations on Congress and the States
- When Powers Collide: The Process of Impeachment

#### **Unit 6: Article II: The Executive**

- Electing a President

- Becoming a President
- Commander in Chief and Chief of State
- The President as Chief Executive
- Executive Meets Legislative

**Unit 7: The Modern Federal Bureaucracy**

- Departments of State, Treasury, and Defense
- Departments of Justice, Interior, and Agriculture
- Department of Commerce, Labor, HUD, and Transportation
- Department of HHS, Energy, Education, Veterans' Affairs, and Homeland Security
- Agencies Beyond the Cabinet

**What is a Crime?**

**Unit 8: Article III: The Judiciary**

- A Federal Case
- Order in the Court
- The Exercise of Justice
- The Supreme Court
- How Five People Can Change Your Life

**Mock Trial**

**Unit 9: Other Articles and Amendments**

- Every State in This Union
- To Ratify and to Amend
- Congress Shall Make no Law...
- Our Bill of Rights
- Changes to the Constitution

**Unit 10: State Government**

- State Constitutions
- State Legislatures
- State Governors
- State Bureaucracies and State Courts
- Marketing a State

**Unit 11: Local Government**

- Counties, Townships, and Special Districts
- Governing a City
- Using Urban Spaces
- Governing a Growing Community
- Three Levels Working Together

**Unit 12: Taxing and Spending**

- A Big Fat Budget
- What Washington Get and What Washington Spends
- What State Get and What State Spends
- What Local Government Get and What Local Government Spends
- Money Problems

### Unit 13: International Relations

- Diplomacy
- Trade
- Terrorism
- The United Nations
- Human Rights

### Unit 14: Contemporary Issues

- Government and Economy
- Immigration
- Health Care
- Education
- Abortion

### Unit 15: Toward a Better America

- Religion and the First Amendment
- Reforming Government
- Running for and Holding Public Office
- A Citizen's Rights and Responsibilities
- Two Basic Choices

### Political Debate

#### Textbook:

*Exploring Government* text by Ray Notgrass:

<https://www.christianbook.com/exploring-government-student-text/ray-notgrass/9781609991005/pd/991005?event=CPOF>

#### Supplemental Materials for Reading, Study, & Classroom Discussion:

*America's Godly Heritage* by David Barton

[https://www.christianbook.com/americas-godly-heritage-booklet/david-barton/9781932225662/pd/79293?product\\_redirect=1&Ntt=79293&item\\_code=&Ntk=keywords&event=ESRCP](https://www.christianbook.com/americas-godly-heritage-booklet/david-barton/9781932225662/pd/79293?product_redirect=1&Ntt=79293&item_code=&Ntk=keywords&event=ESRCP)

*The Constitution of the United States*

[https://www.amazon.com/Constitution-United-Delegates-Constitutional-Convention/dp/0880801441/ref=sr\\_1\\_10?keywords=the+constitution&qid=1562198237&s=gateway&sr=8-10](https://www.amazon.com/Constitution-United-Delegates-Constitutional-Convention/dp/0880801441/ref=sr_1_10?keywords=the+constitution&qid=1562198237&s=gateway&sr=8-10)

*Separation of Church and State* by David Barton

<https://www.christianbook.com/separation-of-church-and-state/9781932225419/pd/2254199?event=CFCER1>

*The Second Amendment* by David Barton

<https://www.christianbook.com/the-second-amendment-david-barton/9780925279774/pd/79773?event=CBCER1>

#### HONORS:

*Common Sense* by Thomas Paine

[https://www.amazon.com/Common-Sense-Dover-Thrift-Editions/dp/0486296024/ref=sr\\_1\\_8?keywords=thomas+paine+common+sense&qid=1562198310&s=gateway&sr=8-8](https://www.amazon.com/Common-Sense-Dover-Thrift-Editions/dp/0486296024/ref=sr_1_8?keywords=thomas+paine+common+sense&qid=1562198310&s=gateway&sr=8-8)

*Are You Liberal? Conservative? Or Confused?* An Uncle Eric Book

<https://www.christianbook.com/liberal-conservative-confused-uncle-second-edition/richard-maybury/9780942617542/pd/617542?event=ESRCG>

**STANDARDS OF LEARNING (SOL's):**

Adapted from <https://www.cpalms.org/PreviewCourse/Preview/21230#>

**STRAND: Civics and Government**

SS.912.C.1.1 Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.1.2 Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

SS.912.C.1.3 Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

SS.912.C.1.4 Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

SS.912.C.1.5 Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

SS.912.C.2.1 Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

SS.912.C.2.2 Evaluate the importance of political participation and civic participation.

SS.912.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

Remarks: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

SS.912.C.2.4 Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.C.2.5 Conduct a service project to further the public good.

Remarks: Examples are school, community, state, national, international.

SS.912.C.2.6 Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

SS.912.C.2.7 Explain why rights have limits and are not absolute.

Remarks: Examples are speech, search and seizure, religion, gun possession

SS.912.C.2.8 Analyze the impact of citizen participation as a means of achieving political and social change.

Remarks: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.



SS.912.C.2.9 Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

Remarks: Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

SS.912.C.2.10 Monitor current public issues in Florida.

Remarks: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

SS.912.C.2.11 Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

SS.912.C.2.12 Explain the changing roles of television, radio, press, and Internet in political communication.

SS.912.C.2.13 Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

Remarks: Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.

SS.912.C.2.14 Evaluate the processes and results of an election at the state or federal level.

SS.912.C.2.15 Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

SS.912.C.3.1 Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

SS.912.C.3.2 Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

SS.912.C.3.3 Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

SS.912.C.3.4 Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

SS.912.C.3.5 Identify the impact of independent regulatory agencies in the federal bureaucracy.

Remarks Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.

SS.912.C.3.6 Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

SS.912.C.3.7 Describe the role of judicial review in American constitutional government.

SS.912.C.3.8 Compare the role of judges on the state and federal level with other elected officials.

Remarks: Examples are decisions based on the law vs. will of the majority.

SS.912.C.3.9 Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

SS.912.C.3.10 Evaluate the significance and outcomes of landmark Supreme Court cases.

Remarks: Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.

SS.912.C.3.11 Contrast how the Constitution safeguards and limits individual rights.

SS.912.C.3.12 Explain the changing roles of television, radio, press, and Internet in political communication.

SS.912.C.3.13 Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

Remarks: Examples are education, transportation, crime prevention, funding of services.

SS.912.C.3.14 Examine constitutional powers (expressed, implied, concurrent, reserved).

SS.912.C.3.15 Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.C.4.1 Explain how the world's nations are governed differently.

SS.912.C.4.2 Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3 Assess human rights policies of the United States and other countries.

SS.912.C.4.4 Compare indicators of democratization in multiple countries.

### **STRAND: Civics and Government**

SS.912.G.4.1 Interpret population growth and other demographic data for any given place.

SS.912.G.5.5 Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

### **STRAND: EXPECTATIONS**

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

#### **Read & Comprehend Grade-Level Complex Texts Proficiently:**

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1: Make inferences to support comprehension.

#### **Use Appropriate Collaborative Techniques and Active Listening Skills When Engaging in Discussions in a Variety of Situations:**

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarification: In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the Accepted Rules Governing a Specific Format to Create Quality Work:**

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarification: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.

**Use Appropriate Voice and Tone When Speaking or Writing:**

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarification: In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**STRAND: HEALTH LITERACY CONCEPTS**

HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Remarks Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## ***U.S. Government Honors Class***

**HONORS COURSE #2106320**

**HONORS COURSE INFORMATION:**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of World literature through advanced integrated educational experiences. Emphasis will be on expounding on the major genres covered in this course. Students will be assigned additional reading assignments and then create book report presentations to show the class.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction but should be combined purposefully.

**HONORS LEVEL COURSE NOTE:**

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

## ***U.S. Government SPED Class***

CIAS Administration and Teachers work collaboratively together to curate and create alternate learning content, formative assessments, and summative assessments which are specifically designed for our Special Education students (SPED/ESE). These are presented and posted on our Google Classroom platform as B-Assignments (vs. A-Assignments for GENED students) which only these students may see and access (thus no stigma associated). This may include, but is not limited to the following:

1. Alternate reading materials
  - a. Alternative, abridged reading books

- b. E-books
- c. Online audiobooks
- 2. Alternate formative assessments
  - a. Watch & Learns assessments
  - b. Alternative Google Classroom content/Google Form quizzes to match modified materials
- 3. Modified summative assessments
  - a. Modified vocabulary quizzes and study/prep materials on Quizlet
  - b. Modified content tests and study/prep materials on Quizlet
  - c. Additional time on testing



# SCIENCE

# ASTRONOMY HONORS w/LAB

An Astronomy class with a lab component for students in Grades 9-12

Grades 9-12

Full year class: Wednesday afternoon

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School w/Google Meet Live Online available

Teacher: Sarah Garcia

FL Course #xxxxxxx, 1 high school credit

## **Topics Studied:**

TBA

## **Labs & Field Trips:**

3 field trips: Pensacola State College's Planetarium, Several beach sky watches with the Escambia County Amateur Astronomer's Club

## **Textbooks**

xxxx

## **Other Supplies Needed:**

3-ring notebook, 1"

30-tab dividers

notebook paper

pen/pencil

Laptop (you will bring this to class each week)

Internet access to Google Classroom, Drive/Docs

## **Google Classroom**

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

# BIOLOGY DISSECTION LAB

Hands-on 7-specimen biology dissection lab for students in Grades 9-12

First 2 Fridays in February or March annually

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Mary Beth Jones

Class size is limited to 20 students; call early to make reservations! We use certified NASCO dissection specimens and dissect the following specimens:

- Frog
- Earthworm
- Perch
- Crayfish
- Clam
- Starfish
- Embryo pig (class group)

There is a quiz at the end of the second lab day over the material, terminology, and diagrams presented in this Study Guide and throughout the lab. Click on the green button below to download the Biology Dissection Vocabulary & Diagram Study Sheet:

The state of Florida requires all high school students to complete science laboratory experiments as an integral part of their science education. Two substantial labs are required for scholarship applications.

CIAS can provide VHS or DVD labs at our campus school for students who are using the ACE/School of Tomorrow curricula for the following courses: Biology, Physical Science, and Chemistry. Call the school office to arrange a time to view them at the CIAS Campus. Students may complete as many labs as they like at one time.

Google Classroom

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

# EARTH SPACE SCIENCE LAB

An interactive science lab for students in Grades 9-12

Based on the 12-Pace set of ACE Earth Space Science 1085-1096

Platform: Google Classroom

Teacher: Created by CIAS MS & HS teacher teams



# **WORLD/FOREIGN LANGUAGE**



# AMERICAN SIGN LANGUAGE 1 & 2

American Sign language classes for students in Grade 9-12

Full year class, Thursday morning

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School w/Google Meet Live Online available

Teacher: Michelle Lawson

1 credit High School Course, FL Course #0717300

1 credit High School Course, FL Course #0717310

## **CLASS MATERIALS:**

Order your textbook here:

[www.amazon.com/Basic-Course-American-Sign-Language/dp/0932666426/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1376689053&sr=1-1&keywords=basic+course+in+american+sign+language](http://www.amazon.com/Basic-Course-American-Sign-Language/dp/0932666426/ref=sr_1_1?s=books&ie=UTF8&qid=1376689053&sr=1-1&keywords=basic+course+in+american+sign+language)

Order your workbook here:

[www.amazon.com/Student-Study-Course-American-Language/dp/0932666337/ref=sr\\_1\\_2?s=books&ie=UTF8&qid=1376689053&sr=1-2&keywords=basic+course+in+american+sign+language](http://www.amazon.com/Student-Study-Course-American-Language/dp/0932666337/ref=sr_1_2?s=books&ie=UTF8&qid=1376689053&sr=1-2&keywords=basic+course+in+american+sign+language)

## **Other Supplies Needed:**

3-ring notebook, 1"

30-tab dividers

notebook paper

pen/pencil

Laptop (you will bring this to class each week)

Internet access to Google Classroom, Drive/Docs

## **Google Classroom**

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

# SPANISH 1 & 2

Spanish 1 & 2 Classes

Taught every other year

Grades 9-12

Full Year Class, Wednesday evenings

Class Time: See Class Schedule PDF

Platform: Google Meet Live Online available

Teacher: Jackie Emel

1 High School credit: Florida Course #0708340

1 High School credit: Florida Course #0708350

Textbooks:

Spanish 1 by Alpha Omega Publications, 10 Lifepac set:

<https://www.christianbook.com/lifepac-electives-spanish-i-workbook/9780740320101/pd/300814?event=CPOF>

Spanish 1 Audio CD Set:

<https://www.christianbook.com/lifepac-espa-ntilde-ol-juego-de/9780740320071/pd/304739?event=CFCER1>

Spanish 2 by Alpha Omega Publications, 10 Lifepac set:

<https://www.christianbook.com/lifepac-electives-spanish-ii-workbook/9780740302404/pd/40240X?event=ESR>  
[CG](#)

Spanish 2 Audio CD Set:

<https://www.christianbook.com/lifepac-spanish-2/9780740304774/pd/304771?event=CPOF>

Class supplies:

3-ring notebook, 1"

30-tab dividers

notebook paper

pen/pencil

Laptop (you will bring this to class each week)

Internet access to Google Classroom, Drive/Docs

Google Classroom

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

# **GENERAL ELECTIVES**





# Christian Institute of Arts & Sciences

2007 North 61<sup>st</sup> Avenue  
Pensacola, FL 32506  
[www.christianinstitute.com](http://www.christianinstitute.com)

Phone: (850) 457-4058  
Fax: (850) 458-5132  
[nogratrjoy@christianinstute.com](mailto:nogratrjoy@christianinstute.com)

## Dave Ramsey's Foundations in Personal Finance Class Syllabus

### **GENERAL CLASS DETAILS:**

Spring Semester

Class time: Tuesdays, 1-3 PM

Start date: January 17, 2023

.5 credit of EL: #2102372 Personal Financial Literacy or #2102374 Personal Financial Literacy Honors

Grade 12

Teacher: Ms. Mary Beth Jones, M.Ed.

[mbjones@christianinstitute.com](mailto:mbjones@christianinstitute.com)

Cell (for *texting* only) 850-380-9557

### **WHAT WILL I BE STUDYING IN THIS CLASS:**

This is a comprehensive personal finance literacy course, studying the following 12 topics: Introduction to Personal Finance, Saving, Budgeting, Debt, Life After High School, Consumer Awareness, Bargain Shopping, Investing and Retirement, Insurance, Money and Relationships, Careers and Taxes, & Giving

### **LEARNING OBJECTIVES & SOL's:**

See separate document, posted on Google Classroom

### **BOOKS & MATERIALS:**

Foundations in Personal Finance for Homeschool, High School Edition

<https://www.christianbook.com/foundations-personal-finance-school-student-text/dave-ramsey/9781936948192/pd/948192?event=CPOF>

### **CLASS SUPPLIES:**

a pencil or writing pen

3-ring binder for class assignment sheets

one 12-tab index divider set

Internet & Google Classroom access

## **GOOGLE CLASSROOM**

The Google Classroom Class Code for “Ms. MBJ’s DR Personal Finance Class” is: nm5wr5o

Google Classroom Link: <https://classroom.google.com/c/NTI2MDk2NjU1NDQx?cjc=nm5wr5o>

Google Meet link: <https://meet.google.com/xnt-xfyp-pbj>

## **WHAT DOES THE TEACHER EXPECT OF ME IN THIS CLASS?**

1. Be attentive
2. Take notes when she lectures
3. Participate socially in class; participate in class discussions
4. Answer questions when called upon
5. Participate in collaborative or in-class projects
6. Keep my notes and binder organized
7. Do my homework activities and complete assignments by the due dates
8. Complete projects and turn them in or present them on time
9. Do Bible memory & take tests over verses
10. Study and take 4 exams by the due dates
11. Have a learning spirit!

## **HOW WILL THIS CLASS BE GRADED (I.E. HOW TO MAKE AN A!):**

Your final grade in this class is split into three sections.

**35% of Grade:** Completion of homework assignments, activities, projects on [www.foundationosu.com](http://www.foundationosu.com), etc.

**50% of Grade:** Completion of tests & exams

**15% of Grade:** Class attendance & participation, class discussions, and collaborative work

# Learning Objectives & SOL's Personal Finance Class

## **COURSE #2102372 Personal Financial Literacy**

### **SUBJECT AREA:**

Vocational (VO) or Performing Arts (PA)

### **COURSE INFORMATION:**

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of personal financial literacy. This is a comprehensive personal finance literacy course, studying the following 12 topics: Introduction to Personal Finance, Saving, Budgeting, Debt, Life After High School, Consumer Awareness, Bargain Shopping, Investing and Retirement, Insurance, Money and Relationships, Careers and Taxes, and Giving

### **COURSE CONTENT:**

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

1. Cost/Benefit analysis of economic decisions
2. Earning an income
3. Understanding state and federal taxes
4. Utilizing banking and financial services



5. Balancing a checkbook and managing a bank account
6. Savings, investment and planning for retirement
7. Understanding loans and borrowing money, including predatory lending and payday loans
8. Understanding interest, credit card debt and online commerce
9. How to prevent identify fraud and theft
10. Rights and responsibilities of renting or buying a home
11. Understanding and planning for major financial purchases
12. Understanding the costs and benefits of insurance
13. Understanding the financial impact and consequence of gambling
14. Avoiding and filing bankruptcy
15. Reducing tax liability.

**LEARNING OBJECTIVES:**

To engage students in all levels of learning, according to Bloom’s Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

**PERSONAL FINANCE CURRICULUM CONTENT**

**Chapter 1: Introduction to Personal Finance**

Section 1:

1. xxx
2. xxx

Section 2:

Section 3:

Section 4:

**Chapter 2: Saving**

Section 1:

1. xxx
2. xxx

Section 2:

Section 3:

Section 4:

**Chapter 3: Budgeting**

Section 1:

1. Understand the purpose of cash flow planning
2. Identify reasons some people avoid having or sticking to a budget

Section 2:

Section 3:

Section 4:

**Chapter 4: Debt**

Section 1:

Section 2:

Section 3:

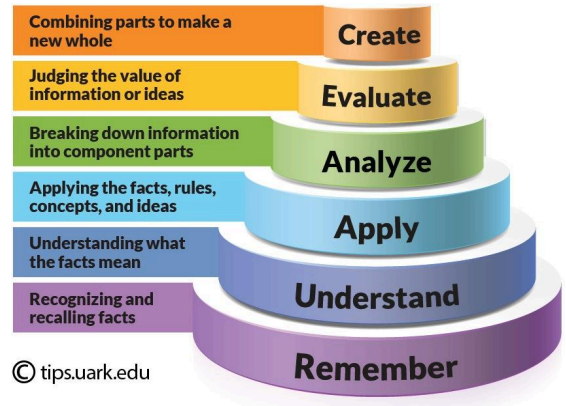
Section 4:

**Chapter 5: Life After High School**

Section 1:

1. Understand the long-term impact of student loans

Section 2:



2. Identify reasons for not taking on debt to fund your education

Section 3:

3. Develop a plan to attend college without acquiring debt.
4. Demonstrate how to apply for financial aid.

Section 4:

5. Identify the educational requirements, training, and cost for your career of choice.
6. Analyze post-high school education and career training options.

## **Chapter 6: Consumer Awareness**

Section 1:

Section 2:

Section 3:

Section 4:

## **Chapter 7: Bargain Shopping**

Section 1: Bargain Shopping: Part of a Healthy Financial Plan

1. Understand how shopping for bargains is part of a healthy financial plan
2. Analyze and use the three keys to getting bargains: Learn how to negotiate, have patience, and know where to find great deals

Section 2: The 7 Basic Rules of Negotiating

3. Develop skills for negotiating deals on products or services
4. Understand that integrity and honesty are important when it comes to negotiating with others

Section 3: Places to Find great Deals

5. Know the best places to shop for deals
6. Evaluate the benefits of not buying brand-name products, taking advantage of seasonal shopping, buying slightly outdated products, etc.

## **Chapter 8: Investment & Retirement**

Section 1: Investing 101

1. Explain how investing builds wealth and helps meet financial goals
2. Examine the relationship between diversification and risk.
3. Identify regulatory agencies and their functions

Section 2:

Section 4:

## **Chapter 9**

Section 1:

Section 2:

Section 3:

Section 4:

## **Chapter 10**

Section 1:

Section 2:

Section 3:

Section 4:

## **Chapter 11**

Section 1:

Section 2:

Section 3:

Section 4:

## **Chapter 12**

Section 1:  
Section 2:  
Section 3:  
Section 4:

**Materials for Reading, Study, & Classroom Discussion:**

Student Workbook, Activities, Bible Memory, Vocabulary/Terminology (Key Terms)

**STANDARDS OF LEARNING (SOL's):**

Adapted from <https://www.cpalms.org/PreviewCourse/Preview/21902>

---

**STRAND: COMMUNICATION**

**Communicating Through Writing:**

ELA.10.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

ELA.10.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

**Communicating Orally:**

ELA.10.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

**Following Conventions:**

ELA.10.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Researching:**

ELA.10.C.4.1: Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

**Creating & Collaborating:**

ELA.10.C.5.1: Create digital presentations to improve understanding of findings, reasoning, and evidence.

Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

ELA.10.C.5.2: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

**STRAND: READING**

**Reading Prose and Poetry:**

ELA.10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text.

Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers.

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

ELA.10.R.1.2: Analyze and compare universal themes and their development throughout a literary text.

ELA.10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

**Reading Informational Text:**

ELA.10.R.2.2: Analyze the central idea(s) of historical American speeches and essays.

**Reading Across Genres:**

ELA.10.R.3.1: Analyze how figurative language creates mood in text(s).

Clarification : Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

ELA.10.R.3.2: Paraphrase content from grade-level texts.

**STRAND: VOCABULARY**

**Finding Meaning/Vocabulary:**

ELA.10.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

ELA.10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**STRAND: EXPECTATIONS**

**Read & Comprehend Grade-Level Complex Texts Proficiently:**

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Use Appropriate Collaborative Techniques and Active Listening Skills When Engaging in Discussions in a Variety of Situations:**

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarification: In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the Accepted Rules Governing a Specific Format to Create Quality Work:**

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarification: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.

**Use Appropriate Voice and Tone When Speaking or Writing:**

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarification: In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## Personal Finance Honors Class

**HONORS COURSE #2102374 Personal Financial Literacy Honors**

**HONORS COURSE INFORMATION:**

The purpose of this course is toxxxx

**HONORS LEVEL COURSE NOTE:**

Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

## Personal Finance SPED Class

CIAS Administration and Teachers work collaboratively together to curate and create alternate learning content, formative assessments, and summative assessments which are specifically designed for our Special Education students (SPED/ESE). These are presented and posted on our Google Classroom platform as B-Assignments (vs. A-Assignments for GENED students) which only these students may see and access (thus no stigma associated). This may include, but is not limited to the following:

1. Alternate reading materials
  - a. Alternative, abridged reading books, such as junior illustrated classics, graphic novels, or manga-style versions
  - b. E-books
  - c. Online audiobooks
2. Alternate formative assessments
  - a. Watch & Learns assessments, vs. Lifepac assignments
  - b. Creation of alternative Google Classroom content/Google Form quizzes to match modified materials
3. Modified summative assessments
  - a. Modified vocabulary quizzes and study/prep materials on Quizlet
  - b. Modified content tests and study/prep materials on Quizlet

# **PERFORMING FINE ARTS ELECTIVES**

# CALLIGRAPHY & LETTERING CLASS

A technical and creative art class for students in grades 4-12

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

High School .5-1 credit

This class is encouraged for the beginner as well as the advanced art student and enjoyed by students of all artistic levels and creative abilities because of its flexibility to adapt to one's personality and "free style." Good penmanship is not required.

What will be learned:

- Using the Getty-Dubay calligraphy method
- Learning the technical formation of lettering
- Writing Capitals and Lowercase in traditional and modern fonts

Projects: stationary, framed print, and canvas

Artwork will be worked on throughout the school year and submitted for earning awards into the spring CIAS Fine Arts Expo and Concert.

Google Classroom:

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

## **2-D/3-D ART CLASSES**

Early Elementary Class

Upper Elementary Class

Middle School Class

High School Class

Full year class

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Vicki Witherspoon

High School .5-1 credit

A mixed medium art class with instruction for projects including:

- Drawing (pencil/pen)
- Painting (watercolor/acrylic)
- Printmaking
- Papier maché
- Ceramics
- Sculpture
- Weaving
- Mosaics
- Ethnic Cultural Art Forms

Artwork will be worked on throughout the school year and submitted for earning awards into the spring CIAS Fine Arts Expo and Concert.

## **STRING ENSEMBLE CLASS**

A string class for music students in grades 4-12

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

High School .5-1 credit

This class is for students learning to play string orchestra instruments violin, viola and cello in a group setting.

Second year students can join as role models & assistants in small groups of beginners and they are also given more challenging assignments.

What will be learned:

- Instrument technique for violin, viola & cello
- Theory
- Composers & periods of music history
- Memorization plus personal performances and playing parts (duets & trios, etc) in harmony & melody



- We will also be working on a performance program to present in the spring CIAS Fine Arts Expos and Concert.

Private instruction is also available outside of class on a limited basis (see school office).

Google Classroom

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

## **PIANO KEYBOARDING CLASS**

Grades 4-12

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

High School .5-1 credit

## **UKULELE CLASS**

A ukulele class for students in grades 4-12

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

High School .5-1 credit

Ukulele study all aspects of the ukulele including the following:

- Methods & technique
- Theory
- Strumming technique and chucking
- Learning about famous ukulele musicians and history.
- More advanced skills such as sight reading music for finger-style, barre chords & use of capo and reading ukulele tablature will be taught as the students advance.
- We will also be working on a performance program to present in the spring CIAS Fine Arts Expos and Concert.

Google Classroom

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

# GUITAR CLASS

A guitar class for students in grades 4-12

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

High School .5-1 credit

This class focuses on learning the basics of guitar and increasing one's guitar abilities. Second year students can join as role models & assistants in small groups of beginners, and they are also given more challenging assignments.

What will be learned:

- Using the Hal Leonard method
- Popular guitar repertoire, worship music, & classical music genres
- All aspects of the acoustic guitar including methods & technique, theory, strumming technique
- Studying guitar musicians and the instrument's history
- More advanced skills such as sight reading music for finger-style, barre chords & use of capo and reading tablature will be taught as the students advance
- We will be working on a performance program to present in the spring CIAS Fine Arts Expo & Concert.

Private instruction is also available outside of class on a limited basis (contact Mrs. Cori directly to make arrangements for this).

Google Classroom

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

# MUSIC THEORY & APPRECIATION CLASS

Grades 7-12

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

High School .5 credit

Topics Studied:

Introduction to Musical Instruments- string, woodwind, brass, percussion, and keyboard

Properties of Tone- Sound. Pitch, Duration, Intensity, and Quality

Hymnology & Hymn Stories

Music Notation & Key Signatures- staves, clefs, keyboard keys, intervals, scales, triads, & tetra-chords

Minor Keys, Rhythm, & Intro to Song Leading

Introduction to the Singing Voice & Musical Styles

Music Appreciation from composers in the Baroque, Classical, Romantic, & Modern Periods

Textbooks & Supplies:

High School Fine Arts Elective: Music by ACE

<https://www.christianbook.com/school-fine-arts-elective-music-paces/pd/651032?event=ESRCG>

AND Music Appreciation CDs

<https://www.christianbook.com/music-appreciation/pd/583096?event=CPOF>

Google Classroom

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

## CHORUS CLASS

Chorus & Singing Class

Grades 6-12

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

High School .5-1 credit

Google Classroom

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

# **EARLY ELEMENTARY MUSIC: DISCOVER MUSIC 1**

Early Elementary School Music Class for students in Grades K-2

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

This class is taught in 4-6 week intervals and entails a delightful and engaging variety of music instruction on the introductory level. Second semester covers more about composers and musicals and introduces recorder playing and basic singing technique with appropriate protocols in place.

What will be learned:

- Learning about the instruments of the orchestra
- Basic music theory (rhythm and note reading)
- Basic hands-on instrumentation instruction on the following: recorder, ukulele, boom-whackers, bucket drumming and hand bells.
- We will also be working on a performance program to present in the spring CIAS Fine Arts Expo and Concert.

Google Classroom

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

# **UPPER ELEMENTARY MUSIC: DISCOVER MUSIC 2**

Upper Elementary School Music Class

This music appreciation course is created for the older student in grades 3-5 and those needing music elective high school credits.

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

This class is taught in 6-8 week intervals and entails a plethora of music instruction on many levels. Students will also be introduced to and have hands-on experience with more than a dozen various instruments from band to strings to percussion through the course of instruction over the entire school year. Second semester entails choral singing and solfege based vocal instruction with appropriate protocols in place.

What will be learned:

- Theory of rhythm & note reading
- History of music and composers & genres
- Musicals
- Introduction to instrumentation on the following: scarves, jingle bells, boomwhackers, kazoos, hand bells, singing, body percussion
- Theory & composers, creating several lapbooks for learning theory, composers, opera and art in Music.
- The students will be performing as a group on multiple levels at the spring CIAS Fine Arts Expo and Concert.

Google Classroom:

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

## **MIDDLE/HIGH SCHOOL MUSIC: EXPLORE MUSIC**

Middle & High School Music Classes

This music appreciation course is created for the older student in grades 6-12 and those needing music elective high school credits.

Full year class, Friday

Class Time: See Class Schedule PDF

Platform: On-campus class at CIAS Campus School

Teacher: Cori White

High School .5-1 credit

This class is taught in 6-8 week intervals and entails a plethora of music instruction on many levels. Students will also be introduced to and have hands-on experience with more than a dozen various instruments from band to strings to percussion through the course of instruction over the entire school year. Second semester entails choral singing and solfege based vocal instruction with appropriate protocols in place.

What will be learned:

- Theory of rhythm & note reading
- History of music and composers & genres
- Musicals
- Introduction to instrumentation on the following: kalimba, hand bells, bucket drumming, choreography, boomwhackers, recorders, keyboard, chorus, body percussion, theory & composers plus a unit each on opera, technology and art in Music.
- There will be one composer poster project as well.
- The students will be performing as a group on multiple levels at the spring CIAS Fine Arts Expo and Concert

Google Classroom:

You will be assigned a CIAS Gmail email address and asked to join the online Google Classroom associated with this class.

# **VOCATIONAL ELECTIVES**





# Cooking Class Syllabus

## **Class Info:**

Class time: Mondays, 1:15-3:30 PM  
Fall Semester 15+ weeks  
Boys & Girls in Grades 9-12, Middle school audit  
1/2 credit, VO Florida Course #9999999  
Christian Institute of Arts and Sciences  
Pensacola, Florida  
Teacher: Ms. Sarah Garcia  
sgarcia@christianinstitute.com  
Cell # (for texting only): 850-380-1360

## **What will I be studying in this class (in no particular order):**

Kitchen Equipment & Tools  
Kitchen Safety  
Safe Food Handling  
Basic Nutrition  
Meal Planning  
Food Budgeting  
Grocery Shopping  
Food Preparation  
Herbs/Seasonings/Spices  
Ethnic Cuisine  
Proteins & Fats  
Fruits & Vegetables  
Carbs  
Snacks & Desserts  
Cooking  
Baking  
Roasting  
Frying  
Grilling  
Professional Cooking Shows  
Kitchen Games & Competitions

## **Order Workbooks:**

Alpha Omega's Family Science Lifepacs 2 & 3, "What's Cookin'?" and "Let's Eat!"  
[www.christianbook.com/family-consumer-science-lifepac-whats-cookin/9780740301513/pd/301519?event=CP](http://www.christianbook.com/family-consumer-science-lifepac-whats-cookin/9780740301513/pd/301519?event=CP)  
OF  
[www.christianbook.com/family-consumer-science-lifepac-lets-eat/9780740301520/pd/301527?event=CPOF](http://www.christianbook.com/family-consumer-science-lifepac-lets-eat/9780740301520/pd/301527?event=CPOF)

## **Class Supplies Needed:**

Apron  
50 Index Cards & Card Box (3x5 or \*4x6\*) OR 50+ Plastic Sheet Protectors  
3-ring binder with 5/subject divider

### **Google Classroom:**

You will be issued a school email to give you access to Google Classroom where all weekly lesson plans and assignments will be posted with the opportunity to print and/or submit assignments electronically.

### **What is expected of me in this class?**

1. Attend class weekly; there are 15+weeks in this class
2. Have a learning spirit!
3. Be attentive during class lectures & lab instructions
4. Participate socially in class and answer questions when called upon
5. Participate, as much as possible, in collaborative in-class cooking labs
6. Keep my notes, recipes, and binder organized
7. Do my homework and complete assignments by the due dates:
  - a. Collect the recipes that I am assigned neatly together for future use
  - b. Complete home food labs and projects and turn them in on time
  - c. Complete Lifepacs 2 & 3
  - d. Study and take Tests 1-4

### **How do I make an “A” in this class?**

25%	Attendance and participation
20%	Homework
5%	Quizzes
30%	Projects
20%	Tests
Total: 100%	

# Sewing Class Syllabus

## **Sewing, Principles of Clothing Construction:**

Class time: Mondays, 2:30-3:45 PM

Fall Semester- 13 weeks

Start date: Mon, Aug. 28

End date: Dec. 11

1/2 credit, VO Florida Course #9999999

Girls & Boys, Grades 7-12

Christian Institute of Arts and Sciences

Teacher: Ms. Mary Beth Jones [nogratrijoy@aol.com](mailto:nogratrijoy@aol.com)

Cell (for *texting* only) 850-380-9557

## **What Will I Learn in this Class?**

Basics of sewing

Field Trips: to Joann Fabric and Craft Store and Derrel's of Pensacola

## **Textbooks/Workbooks:**

Alpha Omega- Family and Consumer Science Lifepac 4: The Clothes You Wear

Alpha Omega- Family and Consumer Science Lifepac 5: The Clothes You Sew

Stitches & Pins: A Beginning Sewing Book for Girls

## **Sewing Supply List:**

We will go shopping for this kit during one of the beginning classes. It will cost approximately \$40-50.

## **Sewing Machine:**

Students need to provide their own sewing machine for this class. These can be purchased anywhere sewing machines are sold, new or used: Derrel's, King's, pawn shops, Facebook Marketplace, Craig's List, eBay, etc.

<http://www.sewinginpensacola.com/>

<http://kingsewing.com/>

## **Class supplies:**

A pencil or writing pen

Notebook paper for notes

3-ring binder for class assignment sheets

15-tab divider set (Walmart or Office Depot)

Access to the internet

## **Facebook Group:**

You will be invited to become a member of the CIAS World Literature Class Facebook Group if you have a Facebook profile. All weekly homework assignments and study/research/video links will be posted here:

<https://www.facebook.com/groups/1901875670084783/>

**What does Ms. Mary Beth expect of me in this class?**

1. Be attentive
2. Take notes when she lectures
3. Participate socially in class
4. Answer questions when called upon
5. Participate in collaborative exercises
6. Keep my notes and binder organized
7. Do my homework and complete both workbook and sewing assignments by the due dates
8. Write papers and complete projects and turn them in or present them on time
9. Study for and take Quizzes and Tests
10. Have a learning spirit!

**How will this class be graded:**

Completion of homework reading & assigned book readings

Completion of Quizzes & Tests

Class participation, collaborative work, responsive interaction, and note-taking

***NOTE: Class textbook(s)/workbook(s) and the sewing notions kit will be provided by CIAS for Step Up for Students Scholarship (FTC & Gardiner) and McKay Scholarship recipients. All other students will need to order their textbook(s)/workbook(s) and purchase sewing notions kit on the field trip. All students need to provide their own sewing machine.***

# RESOURCES

**The following materials were used to create Intake and End of the Year Assessments for Early Elementary and this Scope and Sequence Manual.**

Lori Gaugh - teaching 2 years public (Elementary and Exceptional Student Education)

3 years private (Elementary and Exceptional Student Education)

10 years home school

Previous Christian Institute of Arts & Sciences Assessments

Christian Institute of Arts & Sciences End-of-the-Year Assessment for Kindergarten 2017

Christian Institute of Arts & Sciences End-of-the-Year Kindergarten Report 2015

Florida Department of Education B.E.S.T. Standards

<https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf>

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ma/mathbeststandardsfinal.pdf>

Accelerated Christian Education Scope and Sequence

[https://www.aceschooloftomorrow.com/media/pageimg/Home\\_Educators\\_Scope\\_and\\_Sequence-2019.pdf](https://www.aceschooloftomorrow.com/media/pageimg/Home_Educators_Scope_and_Sequence-2019.pdf)

<https://www.aceschooloftomorrow.com/media/pageimg/700440ScopeandSequence2021-web.pdf>

A Beka Homeschool Scope and Sequence

[https://static.abeka.com/Abeka/InteractivePDF/ScopeSequence/HomeschoolSS/2022\\_pdfs/Individual\\_pdfs/K4\\_HS\\_ScopeandSequence\\_2022.pdf?update=6](https://static.abeka.com/Abeka/InteractivePDF/ScopeSequence/HomeschoolSS/2022_pdfs/Individual_pdfs/K4_HS_ScopeandSequence_2022.pdf?update=6)

[https://static.abeka.com/Abeka/InteractivePDF/ScopeSequence/HomeschoolSS/2022\\_pdfs/Individual\\_pdfs/K5\\_HS\\_ScopeandSequence\\_2022.pdf?update=6](https://static.abeka.com/Abeka/InteractivePDF/ScopeSequence/HomeschoolSS/2022_pdfs/Individual_pdfs/K5_HS_ScopeandSequence_2022.pdf?update=6)

[https://static.abeka.com/Abeka/InteractivePDF/ScopeSequence/HomeschoolSS/2022\\_pdfs/Individual\\_pdfs/Grade1\\_HS\\_ScopeandSequence\\_2022.pdf?update=6](https://static.abeka.com/Abeka/InteractivePDF/ScopeSequence/HomeschoolSS/2022_pdfs/Individual_pdfs/Grade1_HS_ScopeandSequence_2022.pdf?update=6)

[https://static.abeka.com/Abeka/InteractivePDF/ScopeSequence/HomeschoolSS/2022\\_pdfs/Individual\\_pdfs/Grade2\\_HS\\_ScopeandSequence\\_2022.pdf?update=6](https://static.abeka.com/Abeka/InteractivePDF/ScopeSequence/HomeschoolSS/2022_pdfs/Individual_pdfs/Grade2_HS_ScopeandSequence_2022.pdf?update=6)

Leapfrog Grade Readiness Checklists

<https://www.leapfrog.com/en-us/learning-path/articles/kindergarten-skills-checklist>

<https://www.leapfrog.com/en-us/learning-path/articles/first-grade-skills-checklist>

<https://www.leapfrog.com/en-us/learning-path/articles/second-grade-skills-checklist>

Updated 07/14/23.mbj