DME ACADEMY

Curriculum Guide

2026–2027

Updated November 2026

Our Mission

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

Our Model

DME believes in balancing rigorous academic programs with competitive athletic training with rotating schedules to accommodate in person core subjects in 85 minute block scheduled classes as well as practice time throughout the day. This dual focus helps students excel in both intellectual pursuits and physical endeavors, promoting a healthy and active lifestyle. The integration of sports into the curriculum is designed to teach valuable life skills such as teamwork, perseverance, and resilience.

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

General Academic Information

Academic Philosophy

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

Attendance

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

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

General School Attendance Policies

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

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

- Students arriving after 8:00am MUST report to the main office for an admit prior to reporting to class.
- Students that miss ten minutes or more or any class, without permission from administration will be marked absent from that class.
- Students may not leave the school grounds without signing out at the main office. Failure to do so will result in an absence and serious disciplinary action.
- Parents must sign their child out in the main office when leaving early. Signing a student out early will constitute an absence for each class they miss ten minutes or more.
- Medical or dental appointments should be scheduled after school whenever possible. Students will receive an Excused Document Absence for these appointments only if a signed doctor's note with the student's name, date of absence and reason are provided to the main office upon return.
- The student will be granted one day to submit make-up work assigned on the day of the absence for each day missed with the exception of semester exams. All other work, quizzes, and tests assigned prior to the absence will be due immediately upon return to school. There is no make-up for semester exams. Students may not take semester exams early.
- Any student not well enough to attend all of a student's classes during the school day may not participate in any co-curricular, extra-curricular, or athletic activity that afternoon or evening, except with the specific approval of the School Office.
- Students excused from classes for field trips or for special reasons are required to obtain assignments and be prepared for class, including tests, the next day.
- Students absent more than fifteen days may be withdrawn from DME provided that there has been no acceptable parent response to reasonable means of notifying parents (telephone, email, or letter).
- Section 1003.27, Florida Statutes, requires schools notify the DHSMV of any students who accumulate fifteen absences in 90 calendar days. The DHSMV may not issue a driver license or learner permit or may suspend driving privileges of any reported student until the student has satisfied regular school attendance requirements as outlined in Section 322.091, Florida Statutes.

Excused Document Absence (ED)

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

Sport Performance (SP)

- We value and support students who are given the opportunity to compete at a high level, including national competitions and AAU events. To accommodate these unique

experiences, students may be granted up to five excused absences per semester for non school athletic events.

- These absences are separate from the standard 10 permitted absences per semester, provided they meet the outlined requirements.
- To be eligible, students must obtain prior approval and submit official documentation from the organizing team or league that clearly states the event dates.
- These absences may only be used for athletics-related events and will not be approved during standardized testing windows or semester exams.
- Any sport-related absences that exceed the five-day allowance will count toward the 10-day semester absence limit.

Absence (A)

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

Absence During Semester Exams

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

School Tardy Policy

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

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

Leaving Early or Without Permission

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

Make Up Work for Absences

It is the responsibility of the individual student to see their teacher(s) to make up any graded work assigned while absent. Students will have as many day(s) to make up work, as they are consecutively absent. Make-up tests, if applicable, will be scheduled at a time designated by the teacher. If a student fails to make up a test and makes no other arrangement within the allotted time,

at the discretion of the teacher, the student may not be given the test. For each day absent, the student will have the equivalent days to make up the work assigned during the absence. A student returning to DME during the school day is required to locate the teacher of each class missed to get any assignment(s) and/or take any test(s) missed. All other work, quizzes, and tests assigned prior to the absence will be due immediately upon return to school.

Seat Time Recovery Policy

DME Academy recognizes that regular attendance is essential to academic achievement, continuity of instruction, and student success. Students who exceed ten (10) absences in a semester course may be considered for seat time recovery at the discretion of Academic Administration. Seat time recovery is not automatic and is considered an administrative privilege rather than a guaranteed right.

Eligibility for seat time recovery may be considered when:

- The student remains academically capable of passing the course;
- The student and parent/guardian cooperate with school attendance interventions;
- The absences are not the result of intentional truancy or repeated disciplinary removals; and
- The student demonstrates a commitment to completing all recovery requirements.

When reviewing a request, Academic Administration may consider the student's attendance history, academic performance, documentation submitted regarding absences, behavioral and disciplinary history, compliance with school policies, and whether DME Academy remains the appropriate educational placement. Academic Administration may approve or deny seat time recovery, require additional interventions or conditions, or recommend withdrawal or alternative educational placement when appropriate.

Students approved for seat time recovery must complete assigned instructional recovery activities, completed under the supervision of approved school personnel and directly related to course standards. Recovery activities may include supervised academic recovery sessions before or after school, Saturday school or assigned intervention sessions, teacher-directed remediation, credit recovery coursework, standards-based assignments or projects, approved virtual instructional modules, and tutoring or instructional support sessions. Completion of assignments alone does not constitute seat time recovery unless specifically approved by Academic Administration.

As a guideline, one recovery session or equivalent instructional intervention may be assigned for each academic class period missed beyond the ten-day limit. Academic Administration may increase recovery requirements based on the amount of missed instructional time, course rigor, repeated attendance concerns, or failure to complete prior interventions.

Fees: Students assigned seat time recovery will be assessed a fee of $15 per academic class period recovered. Fees must be paid prior to or at the time of the assigned recovery session unless alternative arrangements have been approved by Academic Administration. Failure to pay required fees or to attend scheduled recovery sessions may result in removal from the recovery program, denial of course credit, and/or additional administrative action.

Deadlines: All seat time recovery requirements must be completed prior to semester exams whenever possible, or no later than the final teacher workday of the semester unless otherwise approved by Academic Administration. Students who fail to complete recovery requirements by the deadline may fail the course due to attendance, lose eligibility for course credit, and/or be required to retake the course or semester for grade replacement.

Seat time recovery restores eligibility for course credit consideration only and does not guarantee a passing grade. Students must still meet all academic requirements of the course. Academic Administration retains final authority regarding attendance determinations, approval of seat time

recovery, recovery requirements, verification of completion, and the awarding of course credit, and may make case-by-case determinations in situations involving documented medical, legal, or extraordinary circumstances.

Sign-in and Sign-out Procedures

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

Dismissal

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

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

Student Information System (SIS)

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

Learning Management System (LMS)

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

Class Changes

Class changes may be made during the first week of school each semester. **All changes require approval from DME.** To request a change, complete the Schedule Change Request form and return it to the Academic Office. The student will remain in the original class until notified by the school office that the change is complete. Changes will be made if possible and at the discretion of the school administration. Changes will not be made to place students with other students or teachers. Classes needed for graduation may not be dropped or changed.

Minimum Course Load

All students must earn a minimum of 4 DME credits per year, with at least 2 credits each semester. Dual Enrollment courses do not count toward this minimum. Students must earn additional credits beyond this minimum to remain on grade level.

Course Selection

Students are assigned classes based on graduation requirements. Students are given the opportunity to select electives each year based on availability. Students that do not respond will have classes chosen for them.

Grading Scale

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

Semester Exam Policy

Semester exams are a critical component of a student's academic evaluation. All students enrolled in high school level courses are required to take semester exams as scheduled. The following policies apply:

- **Exam Weight:** Semester exams count as 20% of the final semester grade for high school level courses and 10% of the final semester grade for middle school level courses.
- **Scheduling:** Students are not permitted to take exams early or outside of the scheduled exam day. Families should plan travel and appointments accordingly.
- **Attendance:** Absences are not permitted during semester exams. There are no make-up exams, except in the case of a documented emergency approved by administration.
- **Final Grades:** Failure to complete the semester exam will result in a zero for the exam portion, which will be factored into the student's final semester grade.

Grade Forgiveness

A high school student who earns a grade of "D" or "F" in a semester may re-enroll in up to two courses for grade forgiveness. Students must complete the repeated course within the time period allotted by the school and earn a "C" or better to be granted grade forgiveness. All requests for grade forgiveness must be approved by Academic Administration.

Missed Work Due to Absence

See Attendance policies above for guidelines for missed work due to absence.

Suspension Grading

See discipline section for grading guidelines related to suspension.

Academic Integrity

All work that students complete for which they receive credit must be their own. A student who asks or allows another person to complete or submit the student's work is responsible for the other person's actions. This includes inappropriate use of Artificial Intelligence.

Plagiarism and Cheating. Cheating and plagiarism are academic dishonesty. Plagiarism is the presentation of the words, ideas, concepts, images, or works of another as one's own. Material (in whole or paraphrased) taken from a primary or secondary source without following standards of conventional attribution, and/or without appropriate reference citation, is plagiarized. Cheating is obtaining (or attempting to obtain) something by dishonest or deceptive means.

Lending coursework to a fellow student to copy is considered cheating by both participants. Discussing the items on a test before all students have taken the test is also considered cheating by all participants. Cheating also includes, without limitation, dishonestly storing information on calculators, computers, and cell phones, as well as text messaging, emailing, air-dropping, or instant messaging information to others.

Academic integrity incidents are cumulative across the student's experience at DME and are not limited to one subject or department. The progression is reset from middle school to high school to give students a fresh start.

- **1st offense:** A failing grade will be recorded for any work improperly submitted as one's own or completed by means of academic dishonesty or deception. The student may submit an alternate assignment with 25% deducted from the grade earned on the alternate assignment, and the parent will be contacted.
- **2nd incident:** A failing grade will be recorded for the work. The student may submit an alternate assignment with 50% deducted from the grade earned on the alternate assignment, and the parent will be contacted. Additional instances may result in further disciplinary action.
- **3rd incident:** A failing grade will be recorded for the work. The student will receive 0 credit on the assignment and will not be given the opportunity to complete an alternate assignment. The parent will be contacted, and administration will determine whether DME Academy remains the best educational option for the student.

Progress Reports

Student progress reports are sent to parents and students via email weekly from our student information system, FACTS. Student grades are always available on FACTS for both students and parents, with the exception of the brief period when teachers are finalizing grades at the end of each term.

Academic Probation

Academics are an important part of a student-athlete's growth and development. Students are expected to maintain at least a C average in all classes. Teachers, coaches, and Academic Administration monitor student progress throughout the semester. Intervention may begin when a student's grade falls below 70% in any class and will begin when a grade falls below 60%. Intervention may include any or all of the following: notice to parent, conference with student, meeting with Academic Administration, required study halls before, during, or after school, tutoring, and loss of practice or game play. Intervention will continue until the student's grade has improved to an acceptable level. An Academic Probation Agreement may be implemented with the student, parent, and DME to help the student improve and maintain acceptable grades. Failure of the student and parent to cooperate with the school on this plan may result in dismissal from the school. Parents should use FACTS to keep up to date with student progress and grades.

Grade Reports

Semester grade reports will be available on FACTS after the end of each semester. (See school calendar for dates).

Progress Reports

Progress Reports will be sent weekly through FACTS for parents and students to view.

FACTS

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

Parent Alert

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

Conferences

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

Access to Official Student Records

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

Transcripts

Transcripts are available upon written request provided all accounts are up to date. When transferring to a new school, complete the DME Records Release Form and return it to the Academic Office. Once received and all accounts are up to date, DME will send records directly to the new school. Seniors and graduates who need transcripts must submit requests in writing using the Transcript Request Form. A transcript will not be released until all accounts are up to date.

Standardized Testing

DME provides annual standardized testing for all students using the SAT suite of assessments. This allows for standardized documentation of student growth and provides DME with opportunities for improvement within our teaching practices.

Middle School Academic Information

Promotion Standards

A student in grades 6–8 must pass each core class with a minimum of a “D” and have a 2.0 GPA for the year to be promoted to the next grade level. Students must be on grade level to be promoted and to return to DME. Failure to meet this requirement will require the student to complete approved coursework (such as through FLVS) to pass required core courses and/or raise their GPA to the minimum level for the school year.

Middle School Recommended Course Sequences

Elective courses shown in the sequences below are examples of what may be offered. See Middle School Elective Courses.

Grade 6

Subject	Course
Language Arts	M/J Language Arts 1
Mathematics	M/J Accelerated Mathematics Grade 6
Science	M/J Comprehensive Science 1
Social Studies	M/J World History
Elective	M/J Career Research and Decision Making

Grade 7

Subject	Course
Language Arts	M/J Language Arts 2
Mathematics	M/J Pre-Algebra
Science	M/J Comprehensive Science 2
Social Studies	M/J Civics
Elective	M/J Beginning Spanish
Elective	M/J Robotics

Grade 8

Subject	Course
Language Arts	M/J Language Arts 3
Mathematics	Algebra I*
Science	M/J Comprehensive Science 3
Social Studies	M/J U.S. History
Elective	Spanish I*
Elective	M/J Aeronautics

**Completed for high school credit.*

Middle School Course Selections

Language Arts

M/J Language Arts 1/Language Arts 1 Advanced Term(s): Two Terms This course provides a strong foundation in grammar and the writing process. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

M/J Language Arts 2/Language Arts 2 Advanced Term(s): Two Terms English 7 Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

M/J Language Arts 3/Language Arts 3 Advanced Term(s): Two Terms Extends the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

Mathematics

M/J Accelerated Mathematics Grade 6 Term(s): Two Terms This accelerated course covers Grade 6 and Grade 7 mathematics standards to prepare students for M/J Pre-Algebra in Grade 7. The course will provide students with a deep understanding and mastery of the objectives that will prepare them for algebra. It is aligned to Florida standards, and is based on best practices in the teaching of mathematics and the disciplines of STEM learning. Students will develop 21st century skills as they master ratios and proportional relationships; the number system; and number visualization. The course is highly engaging while being easy for teachers to customize and manage.

M/J Pre-Algebra Term(s): Two Terms In this course, the student will be introduced to basic algebraic principles. The student will review properties of expressions and integers. The student will solve one-step equations and inequalities with positive and negative integers, decimals, fractions, and exponents. Then the student will explore problems involving operations of fractions and will apply knowledge of algebra to solve real-world ratio, proportion, and percentage problems.

Algebra I Honors Prerequisite: M/J Pre-Algebra **High School Course Credit:** 1.0

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

Science

M/J Comprehensive Science 1/Comprehensive Science 1 Advanced Term(s): Two Terms This course is the first in a three-year integrated science sequence covering the disciplines of earth and

space, life, and physical science. Students develop scientific practices such as asking questions, designing investigations, collecting and analyzing data, and drawing evidence-based conclusions. Topics include the nature of science, Earth's structures and the processes that shape its surface, weather and climate, the transfer of energy, and the organization of living things. The course serves as the foundation for M/J Comprehensive Science 2 and 3.

M/J Comprehensive Science 2/Comprehensive Science 2 Advanced Term(s): Two Terms In this course, students learn that matter and energy are all around us! They explore a variety of core concepts found in life, earth, and physical science in this comprehensive curriculum. Students learn about the movement of energy and how it affects matter. Through real-world examples, students will investigate the interdependence of living things and the unique interactions inside the Earth. Virtual simulations allow students to study genetics and how genetic information is passed on to create new life. This course introduces various major science concepts and serves as a foundation for later science courses.

M/J Comprehensive Science 3/Comprehensive Science 3 Advanced Term(s): Two Terms In this course, students build on concepts introduced in the first and second courses of the series, including the disciplines of life science, physical science, and earth-space science. In addition, technology, engineering, and mathematics (STEM) concepts are integrated throughout the course. Students learn about properties of matter, physical and chemical changes, atoms and the periodic table of elements, photosynthesis and cellular respiration, the universe, and the solar system. Hands-on and virtual laboratory investigations are included throughout the course to provide students opportunities for exploration through scientific inquiry, research, measurement, problem solving, and experimental procedures. By the end of the course, students will be practicing, experimenting, thinking, and talking like a scientist!

Social Studies

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

M/J Civics/Civics Advanced Term(s): Two Terms This course examines the principles, functions, and organization of government in the United States. Students study the origins of American democracy, the Declaration of Independence, the U.S. Constitution and Bill of Rights, and the roles and responsibilities of citizens. The course covers the three branches of government at the federal, state, and local levels, the political process, and the legal system. Students develop skills in analyzing primary sources, evaluating different forms of information, and participating as informed citizens. Students take the Florida Civics End-of-Course (EOC) assessment at the end of this course.

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

Middle School Elective Courses

The elective courses listed below are examples of what may be offered. Middle school elective offerings may vary from year to year based on availability.

Middle School Career Exploration Term(s): Yearlong When you think about your future, what careers do you see? Police officer? Nurse? Teacher? Restaurant manager? In Middle School Career Exploration, you'll explore careers in more than 15 different career areas. From the energy field to sales and from law to transportation, you'll learn more about what careers are available and what you need to do to be a success. In addition, you'll examine how to choose the career that is best for you based on your own unique personality and interests. And you can begin developing your leadership skills now. Middle School Career Exploration will help you prepare for your future now! What do want to be?

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

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

Middle School Foreign Language

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

Spanish I Prerequisite: Teacher Recommendation **Recommended Grade:** 9, 10, 11, 12 **Course Credit:** 1.0 In Spanish I, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of social life. Students will start with basic sentence structures and grammatical tools, and they will learn to communicate by listening, speaking, reading, and writing in Spanish as they learn new vocabulary and grammar. They will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting. They will also describe various art forms, plays, concerts, and movies. Students will discuss health and well-being and travel and tourism. They will build on what they learned in the Spanish 1B course to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

High School Academic Information

Honors Credit

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

Dual Enrollment and Advanced Placement

Dual Enrollment students take courses for both high school and college credit. Dual Enrollment courses may be taught on the DME Academy campus by instructors approved by a partner college or university, or taken directly through an eligible college or university. Courses taught on campus follow the partner institution's curriculum, policies, and grading standards, and availability depends on instructor approval by the partner institution. For courses taken directly through a college or university, DME does not have access to student work. Grades earned in Dual Enrollment courses will be placed on both the permanent high school and college transcript. Students must be enrolled in at least 4 DME courses to be eligible for Dual Enrollment.

Advanced Placement (AP) courses are college-level courses that follow the College Board curriculum. AP courses may be taught by DME Academy teachers or taken through an approved outside provider. A passing grade in an AP course earns high school credit; college credit is determined by each postsecondary institution based on the student's AP exam score. Students enrolled in AP courses are strongly encouraged to take the AP exam in May.

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

Accommodations

Students with diagnosed learning differences may be eligible for a limited amount of accommodation based on documented need and our ability to provide such accommodations. Modifications are not permitted.

Summer School

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

High School Grade Level Classification and Promotion

Grade level classification for grades 9–12 is based on credits earned, not student age. This applies both to students entering DME, upon review of the most recent official transcript, and to promotion of current DME students. Students must have earned a minimum of 5 credits to be classified as a Sophomore, 12 credits as a Junior, and 18 credits as a Senior.

To pass a course and earn credit, a student must earn a minimum grade of "D." However, a "D" carries only 1 grade point, so a student who passes courses with "D" grades may fall below the 2.0 cumulative GPA (on a 4.0 scale) required for graduation, even with enough credits to be promoted.

Students must be on grade level to be promoted and to return to DME. A student who does not pass a required course will need to complete approved coursework (such as through FLVS) to earn the

credit. Meeting DME promotion and graduation requirements does not guarantee NCAA eligibility. See NCAA Eligibility.

Exam Exemption

Qualifying students in grades 9–12, including day and boarding students, may be exempt from semester exams based on demonstrated mastery of course standards. Students must meet all of the following requirements to qualify:

- **Academic Performance:** Maintain a minimum cumulative average of 90% (A-) or higher in the course at the close of the grading period prior to final exams, and demonstrate consistent mastery of course standards as determined by formative and summative assessments.
- **Attendance:** No more than five (5) unexcused absences per course during the term. School-sponsored activities, athletic travel, and approved boarding-related obligations are excluded. Excessive tardiness may be considered in eligibility determinations.
- **Conduct and Citizenship:** No major disciplinary infractions, including suspensions (in-school or out-of-school), academic dishonesty, or significant violations of residential life expectations (for boarding students).
- **Completion of Coursework:** All assignments, projects, and assessments must be completed and submitted in accordance with course expectations.

Application and Approval: Exam exemption is not automatic. Eligible students must submit an exam exemption application request. All requests are reviewed by Academic Administration, and an exemption is granted only upon approval by Academic Administration. Meeting the eligibility requirements does not guarantee approval.

Physical Education Waiver

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

NCAA Eligibility

College-bound student-athletes planning to compete at a Division I or Division II institution must register with the NCAA Eligibility Center and meet NCAA academic requirements. Courses at DME Academy meet NCAA course requirements. **Being on grade level, earning promotion, or meeting DME graduation requirements does not guarantee NCAA eligibility.**

NCAA academic eligibility is based only on NCAA-approved core courses in English, mathematics, science, social science, and certain additional academic areas. Elective courses do not count. The NCAA calculates a separate core-course GPA that may differ from a student's DME GPA, and its minimum (2.3 for Division I and 2.2 for Division II, as of 2026–2027) is higher than the 2.0 GPA required for graduation. Division I also requires that 10 core courses, 7 of them in English, math, or science, be completed before the start of the senior year, after which those grades cannot be replaced. Courses taken outside DME, including credit recovery and FLVS courses, must be NCAA-approved to count. Division III institutions set their own academic standards.

Because NCAA requirements change, students and families should verify current standards at www.eligibilitycenter.org and meet with Academic Administration early in high school to plan a schedule that meets both DME and NCAA requirements.

Graduation Information

Graduation Requirements

Students must complete a minimum of 24 total credits and 40 hours of documented community service to graduate. The graduation date on the official transcript will reflect the date when graduation requirements are met (i.e., May, August, December). See subject area credit requirements below:

Subject Area	Credits	Requirements
English Language Arts	4	
Mathematics	4	Must include Algebra I, Geometry, and Algebra II
Science	3	Must include Biology and Chemistry
Social Studies	3	Must include World History, U.S. History, U.S. Government, and Economics
World Language	2	Two sequential credits of the same language
Physical Education	1	½ credit Personal Fitness and ½ credit PE (or 2 years of the same sport)
Performing Fine Art and/or Practical Vocational Art	1	
Personal Financial Literacy	0.5	
Electives	5.5	
Total	**24**	**Plus 40 hours of community service**

Graduation GPA

The Florida Department of Education requires a minimum cumulative GPA of 2.0 on a 4.0 scale for graduation. Students must maintain a cumulative GPA of 2.0 or higher on a 4.0 scale and pass all required classes to be eligible to receive a DME diploma. Students who meet these requirements will receive a standard high school diploma. In addition to meeting DME requirements, all diplomas meet the State of Florida graduation requirements.

It is highly recommended that students complete their coursework on time to avoid one or more of the following consequences:

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

Community Service Hours

High school students are required to complete 40 hours of community service over the course of their high school career. While DME Academy requires 40 hours to graduate, many college scholarships require more. For example, the Florida Bright Futures Scholarship Program requires 100 volunteer service hours for the Florida Academic Scholars award and 75 hours for the Florida Medallion Scholars award. Students may instead complete 100 paid work hours, or a combination of volunteer and paid work hours totaling 100. Bright Futures requirements may change with each

legislative session, so students should verify current requirements at www.floridabrightfutures.gov. To receive a Community Service Hours form, please speak with Academic Administration.

Bright Futures Eligibility Requirements

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

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

College Advising Program

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

PSAT/NMSQT

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

College Entrance Exams

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

To learn more about the ACT and testing dates visit: www.act.org

To learn more about the SAT and testing dates visit: www.collegeboard.org

High School Recommended Course Sequences

The course sequences below are **recommended** pathways and are not guaranteed. Not all courses are offered every year or every term. A student's actual schedule may differ from these sequences based on individual student need, prior coursework, graduation requirements, and course availability in a given term. DME Academy reserves the right to adjust course offerings, sequences, and scheduling as needed. Academic Administration will work with each student to plan a schedule that meets graduation requirements.

The course sequences below are **recommended** sequences only. A student's actual schedule may differ based on individual student need, such as prior coursework, academic placement, or graduation and NCAA requirements, and on course availability for a given term. Not all courses are offered every year or every term. Academic Administration will work with each student to build a schedule that keeps the student on track for graduation.

Grade 9

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

Grade 10

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

** 0.5 credit course*

Grade 11

Subject	Course
Language Arts	English III
Mathematics	Algebra II or Pre-Calculus or Math for College Algebra
Science	4th Science (student choice)
Social Studies	U.S. History or 3rd elective

Subject	Course
Elective 1	Personal Financial Literacy* and Student Choice
Elective 2	Student Choice

** 0.5 credit course*

Grade 12

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

** 0.5 credit course*

High School Course Selections

The courses described below represent DME Academy's range of high school offerings. Not all courses are offered every year or every term, and offerings for each term are determined based on enrollment and availability.

Minimum Enrollment: Courses require sufficient enrollment to be offered in a given term. When enrollment in a course is too low for it to be offered, students who need or request the course may be referred to a Dual Enrollment course or an approved alternative course, such as through FLVS. Alternative courses must be approved in advance by Academic Administration, which will work with the student to identify an option that meets the student's graduation requirements. Student-athletes pursuing NCAA eligibility should confirm that any alternative course is NCAA-approved.

English

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

This course may be taken for honors credit.

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

This course may be taken for honors credit.

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

This course may be taken for honors credit.

English IV Prerequisite: English III **Recommended Grade:** 12 **Course Credit:** 1.0 In keeping with the model established in English III, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

This course may be taken for honors credit.

Mathematics

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

This course may be taken for honors credit.

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

This course may be taken for honors credit.

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

This course may be taken for honors credit.

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

Calculus Honors Prerequisite: Algebra II **Recommended Grade:** 11,12 **Course Credit:** 1.0 Calculus introduces limits, differentiation, and applications of differentiation. The student will find and evaluate finite and infinite limits graphically, numerically, and analytically. The student will find derivatives using a variety of methods including the chain rule and implicit differentiation. Then the student will use the first derivative test and the second derivative test to analyze and sketch functions. Finally, the student will find derivatives using a variety of methods including substitution. Calculus B introduces integration of functions, differential equations, and applications of integration. The student will calculate antiderivatives using a variety of methods including substitution. The student will evaluate integrals using a variety of methods including numerical integration.

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

Science

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

This course may be taken for honors credit.

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

This course may be taken for honors credit.

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

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

This course may be taken for honors credit.

Social Studies

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

This course may be taken for honors credit.

United States History Prerequisite: None **Recommended Grade:** 11, 12 **Course Credit:** 1.0 This course will explore the growth of American society and the emergence of the United States as a world power. The course covers the significant developments in America's past from Reconstruction to World War I with a brief review of early settlement, colonization, and the development of America as an independent nation. The student will focus on American political, economic, and social history from a chronological point of view. Activities in this course are designed to develop the student's

abilities to question, read, analyze, interpret, and evaluate different forms of information, as well as to communicate his or her ideas to others. Geography skills will be interwoven in the lessons, as the student makes connections between the evolution of America's geography and its historical impact.

This course may be taken for honors credit.

Economics with Financial Literacy Prerequisite: United States History **Recommended Grade:** 11, 12 **Course Credit:** 0.5 This course addresses concepts of economics, including a review of the American free enterprise system. Students learn about markets, business and labor, and banking and finance in the microeconomics sections, and then learn about measuring economic performance, the government's role in the economy, and international trade and development in the macroeconomics section.

This course may be taken for honors credit.

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

This course may be taken for honors credit.

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

This course may be taken for honors credit.

Advanced Placement United States Government and Politics Prerequisite: United States History **Recommended Grade:** 11, 12 **Course Credit:** 0.5 AP U.S. Government and Politics is a college-level course that examines the institutions, principles, and processes of the American political system. Students study constitutional foundations, federalism, civil liberties and civil rights, political participation, and how the branches of government make and carry out public policy. Through analysis of foundational documents, Supreme Court cases, and political data, students build skills in argumentation and evidence-based writing. This course satisfies the U.S. Government graduation requirement, carries AP weighting, and prepares students for the AP U.S. Government and Politics exam in May.

Foreign Language

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

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

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

This course is for honors credit only.

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

This course is for honors credit only.

Health and Physical Fitness

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

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

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

High School Elective Courses

The elective courses listed below are examples of what may be offered. Additional electives may be offered from year to year, and not every elective listed is offered every year or term.

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

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

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

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

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

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

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

Sociology Prerequisite: None Recommended Grade: 9, 10, 11, 12 **Course Credit:** 0.5 Human beings are complex creatures; however, when they interact and begin to form relationships and societies, things become even more complicated. Are we more likely to act differently in a group than we will when we're alone? How do we learn how to be "human"? Sometimes it can feel as if there are more questions than answers. Sociology I: The Study of Human Relationships seeks to answer these questions and many more as it explores culture, group behavior, and societal institutions and how they affect human behavior. You'll learn how social beliefs form and how this shapes our lives. How does this happen? Join us and find out.

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