

2025-2026 Implementation Plan			
This form serves as the reporting tool for school districts to report their implementation plan required by Section 1008.42, Florida Statutes. For each required instruction topic, districts will provide detailed information for ALL questions. For specific evidence, please refer to the implementation plan rubric.			
School District Name: Florida Virtual School			
	For each grade level, briefly describe the methods in which instruction will be delivered	Provide the professional qualifications of the instructional personnel delivering such instruction	Provide a brief description of the instructional materials used for such instruction
Example (this example does not encompass all potential options, but should serve as a guide when completing this plan)	Grade 1: classroom instruction Grade 5: annual assembly	Grade 1: certified teachers Grade 5: Department of Health employees	Grade 1: State adopted science curriculum (provide title) Grade 5: Department of Health provided resources
The history and content of the Declaration of Independence	2106010 - M/J Civics 2106020 - M/J Civics, Advanced 2106016 - M/J Civics & Career Planning 2106026 - M/J Civics, Advanced & Career Planning 2100010 - M/J United States History 2100020 - M/J United States History Advanced 2100015 - M/J United States History & Career Planning 2100025 - M/J United States History Advanced & Career Planning 5021020 - Social Studies Grade K 5021030 - Social Studies Grade 1 5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 5021060 - Social Studies Grade 4 5021070 - Social Studies Grade 5 5021046 - Language Arts - Grade Five 2106310 - United States Government 2106320 - United States Government Honors	Certified teachers	FLVS Developed Curriculum: In the M/J Civics course, students complete a series of videos, interactives, and close reading to examine the events leading up to the writing of the Declaration of Independence, it's contents and structure, and the ideals on which it was based. Students complete a written assessment analyzing the connections between British actions and the text of the Declaration of Independence. Throughout the course, students evaluate how the foundational ideals presented in the Declaration of Independence are reflected in American government. In the M/J United States History course, students explore the rationale for declaring Independence from Britain, the events leading up to the writing of the Declaration of Independence including the publication of Common Sense, and the work of the Continental Congress. Students analyze the organization and contents of the Declaration of Independence in order to respond to document analysis prompts. In Social Studies Kindergarten, students are learning about the importance of celebrations and national holidays to remember and honor people, events, and our nation's ethnic heritage. Students learn about Independence Day, also called the Fourth of July, and learn different ways to celebrate the holiday, such as seeing fireworks, having parades, and listening to "Stars and Stripes Forever." Students also learn about Memorial Day as a day to remember men and women who served in the U.S. military and died. Students learn different ways to honor those individuals on this day. In Social Studies Grade 1, students will discuss how to demonstrate patriotism during patriotic holidays and observances. They are learning about Independence Day, and the Declaration of Independence is mentioned as a symbol that represents our constitutional democracy. Students can hear a portion of the Declaration of Independence. Students also learn that Independence Day has been celebrated since the signing of the Declaration of Independence. In Social Studies Grade 2, students will recognize how the Declaration of Independence fits into the timeline for the creation of a new government and the Constitution of the United States. In Social Studies Grade 3, students learn the purpose of the Declaration of Independence, to declare independence from British rule. In Language Arts Grade Five, students read multiple texts about the quest for rights and the need for the Declaration of Independence. Students are given the purpose of the Declaration of Independence and that this original document is a primary source. In the United States Government course, students examine how the Declaration of Independence reflects the principles of popular sovereignty, social contract, natural rights, and individual rights. Students create a pamphlet, much like Thomas Paine's Common Sense, to illustrate their learning. In the United States Government course, students review the events leading up to the writing of the Declaration of Independence and the document's structure and contents. Students analyze how the document reflects the principles of social contract, natural law, natural rights, popular sovereignty, due process, equality of all persons, and national sovereignty. They demonstrate their understanding of these principles by analyzing examples of recent government actions that reflect the principles at work.
The history of the U.S. Constitution, the Bill of Rights and subsequent amendments	5021020 - Social Studies Grade K 5021030 - Social Studies Grade 1 5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 5021060 - Social Studies Grade 4 5021070 - Social Studies Grade 5 5021046 - Language Arts - Grade Five 2106020 - M/J Civics 2106020 - M/J Civics, Advanced 2106016 - M/J Civics & Career Planning 2106026 - M/J Civics, Advanced & Career Planning 2100010 - M/J United States History 2100020 - M/J United States History Advanced 2100015 - M/J United States History & Career Planning 2100025 - M/J United States History Advanced & Career Planning 2106310 - United States Government 2106320 - United States Government Honors 1001340 - English 2 1001350 - English Honors 2 1002400 - English 4 1001410 - English Honors 4	Certified teachers	FLVS Developed Curriculum: In Social Studies Kindergarten, Students learn primary sources such as photographs and artifacts. Students will also learn about the purposes of rules and laws at home and school and why they are important. They learn that rules are a standard of responsible behavior while laws are a system of rules to protect people and property that the government enforces. Students will identify what can happen without rules and laws and people who have the authority to make and enforce rules and laws, such as teachers and law enforcement officers. In Social Studies Grade 1, students identify the characteristics of responsible citizens. They are taught that the Constitution protects their rights and freedoms. Students identify September 17th as Constitution Day, the day the nation celebrates the creation of the United States Constitution. Students learn that Constitution Day honors the people who worked so hard to create the government in the United States. Students will define a constitution as an agreed-upon set of rules or laws. Students will recognize that the U.S. Constitution starts with "We the People." In Social Studies Grade 2, students explain how and why governments are formed. They examine the purpose of the United States Constitution and the national government. Students compare and contrast the three branches of government. In Social Studies Grade 3, students learn that the Constitution established the structure of the government of the United States. Students are taught that the Constitution was written to create a strong federal government while also protecting individual rights. They learn that the document has three parts. Students examine the role of the Constitution as the highest law in the country and that every law must be created in accordance with the Constitution. In Social Studies Grade 4, students identify the United States Constitution as the supreme law of the land. Students are also taught that each state has its own government and its own state constitution. They explain how the United States Constitution outlines the structure, function, powers, and purpose of the government. Students compare the United States Constitution and the Florida State Constitution. In Social Studies Grade 5, students identify the weaknesses of the Articles of Confederation. They learn that the Constitution was drafted at the Constitutional Convention. Students describe how the Constitution is organized and the purpose of the Bill of Rights. They also learn that the Constitution is a living document that continues to be relevant as time passes and people change. In Language Arts Grade 5, students read a text that first provide background information about the Bill of Rights and the Constitution. Students use these texts to learn more about amendments on slavery and women's rights, and the difference between information found a primary or secondary source. In the M/J Civics course, students complete a comprehensive study of the U.S. Constitution. Students examine the contents of the document through interactives which guide students through analysis of its text and the basic principles. Students apply the Bill of Rights to landmark cases through a series of interactives and authentic assessments. In the M/J United States History course, students examine the debate leading up to the ratification of the Constitution, and the content of the Constitution, including the Bill of Rights. Students apply their knowledge by re-writing the Bill of Rights in modern language. In the United States Government course, students evaluate how the Constitution and its amendments reflect the principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. Students examine the Bill of Rights, and evaluate how and when rights are limited. Students study multiple Supreme Court cases related to individual rights and take and defend positions on the appropriate balance between liberty and security, and apply their knowledge to novel cases, reflecting on precedent and their interpretation of the U.S. Constitution. In English 2, students paraphrase amendments to the Constitution. In English 3, students learn how the U.S. Constitution relates to the Federalist Papers. In English 4 students paraphrase/summarize amendments.
The arguments in support of adopting our republican form of government, as they are embodied in most the most important of the Federalist Papers	2106010 - M/J Civics 2106020 - M/J Civics, Advanced 2106016 - M/J Civics & Career Planning 2106026 - M/J Civics, Advanced & Career Planning 2100010 - M/J United States History 2100020 - M/J United States History Advanced 2100015 - M/J United States History & Career Planning 2100025 - M/J United States History Advanced & Career Planning 2106310 - United States Government 2106320 - United States Government Honors 1001370 - English 3 1001380 - English Honors 3	Certified teachers	FLVS Developed Curriculum: In M/J Civics, students evaluate the arguments of the Federalists and Anti-Federalist leading up to the ratification of the Constitution, including text from the Federalist Papers. They construct a speech comparing the viewpoints of each to demonstrate their learning. In the M/J United States History course, students explore notable quotations and positions held by the Founding Fathers, Patriots, Loyalists, and other colonists. In the United States Government course, students complete an interactive guided analysis of Federalist writings in order to examine the viewpoints of the Federalists and the Anti-Federalists related to ratifying the Constitution and including a Bill of Rights. In English 3 students are provided a history of the Federalist Papers.
Flag Education	5021030 - Social Studies Grade 1 2106010 - M/J Civics 2106020 - M/J Civics, Advanced 2106016 - M/J Civics & Career Planning 2106026 - M/J Civics, Advanced & Career Planning 2100220 - Social Studies Grade K 5021040 - Social Studies Grade 2	Certified teachers	FLVS Developed Curriculum: In Social Studies Grade 1, students learn about the history of the American flag including how and why the flag has changed over time and why and that it symbolizes freedom. Students participate in activities in recognition of Celebrate Freedom Week. Students learn how the American flag is used to honor men and women on Memorial Day and the meaning of the Pledge of Allegiance. Students will learn appropriate ways to show respect during the Pledge of Allegiance and National Anthem and ways to respect the flag. Students will also learn the proper ways to display and dispose of the flag. In M/J Civics students learn good citizens are good stewards of cultural landmarks, including important national symbols such as the American flag. Students differentiate between examples of good and poor stewardship of cultural symbols and landmarks. In Social Studies Grade Kindergarten, students recognize and identify U.S. symbols such as the American flag, bald eagle, and U.S. president. Students learn about the importance of celebrations and national holidays to remember and honor people, events, and our nation's ethnic heritage. Students learn about Independence Day, also called the Fourth of July, and learn different ways to celebrate the holiday, such as seeing waving flags, and fireworks, having parades, and listening to "Stars and Stripes Forever." Students also learn about Memorial Day as a day to remember men and women who served in the U.S. military and died. Students learn different ways to honor those individuals on this day. In Social Studies Grade 2, students learn about the history of the American flag including how and why the flag has changed over time and why and that it symbolizes freedom. Students participate in activities in recognition of Celebrate Freedom Week. Students learn how the American flag is used to honor men and women on Memorial Day and the meaning of the Pledge of Allegiance.
The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts	5021030 - Social Studies Grade 1 5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 5021060 - Social Studies Grade 4 5021070 - Social Studies Grade 5 2106010 - M/J Civics 2106020 - M/J Civics, Advanced 2106016 - M/J Civics & Career Planning 2106026 - M/J Civics, Advanced & Career Planning 2106310 - United States Government 2106320 - United States Government Honors 1001370 - English 3 1001380 - English Honors 3	Certified teachers	FLVS Developed Curriculum: In Social Studies Grade 1, students identify the purpose of laws created by the government. Laws are created to keep people safe and to keep things in order. They compare and contrast rules and laws. Students describe ways laws affect their homes, schools, and communities. Students identify behaviors associated with being good citizens including following rules and laws. In Social Studies Grade 2, students explain how and why governments are formed. They examine the purpose of the United States Constitution and the national government. Students compare and contrast the three branches of government. In Social Studies Grade 4, students learn about Florida's state constitution and identify the purpose, function, and structure of state governments. Students also identify and describe the three branches of government: judicial, executive, and legislative. Students compare and contrast state and local governments. In Social Studies Grade 5, students will learn the responsibilities of citizens, including the right to vote. Students will learn about ways to support a community through service, volunteerism, and cooperation. In Social Studies Grade 5, students learn how state and federal governments work together to help address issues in communities. Students analyze local, state, and federal government responses to disaster. In the M/J Civics course, students examine foundational documents outlining the elements of civil government. They study the system of federalism and how civil government takes shape at the local, state, and national levels. Additionally, students compare and contrast various forms of government to the civil government of the United States. In the United States Government course, students define federalism and identify powers granted and denied to the national and state governments. They analyze the relationship between levels of government through study of Supreme Court cases Gibbs v. Ogden, McCulloch v. Maryland, and Washington D.C. v. Heller. Students also examine various types of government in comparison to the United States, as well as indicators of democratization to further their understanding of civil government. In English 3 students read and compare the Federalist Papers to the Anti-Federalist Papers.

The history of the United States	5021040 - Social Studies Grade 2 5021070 - Social Studies Grade 5 2100010 - M/J United States History 2100020 - M/J United States History Advanced 2100015 - M/J United States History & Career Planning 2100025 - M/J United States History Advanced & Career Planning 2100110 - United States History 2100120 - United States History Honors 2106010 - M/J Civics 2106016 - M/J Civics & Career Planning 2106020 - M/J Civics, Advanced 2106026 - M/J Civics, Advanced & Career Planning 2106110 - United States Government 2106320 - United States Government Honors 1001340 - English 2 1001350 - English Honors 2 1001040 - M/J Language Arts 2 1001050 - M/J Language Arts 2 Advanced 1001310 - English 1 1001320 - English Honors 1 1001040 - M/J Language Arts 2 1001050 - M/J Language Arts 2 Advanced 9021030 - Social Studies Grade 1 5021050 - Social Studies Grade 3	Certified teachers	FLVS Developed Curriculum: In Social Studies Grade 2, students explore immigration to the United States including who immigrated and why. Students examine colonial life and how things changed over time. Students learn about the experiences of the first Americans. In Social Studies Grade 5, students identify the thirteen colonies and how they were built. They learn about political, economic, and socio-cultural reasons for colonial settlement. Students learn about the events of the American Revolution and eventual westward expansion. In the M/J United States History course, students explore significant events from colonization to Reconstruction following the Civil War. Topics include settlement, the French and Indian War, the American Revolution, founding documents, the Louisiana Purchase, the War of 1812, westward expansion, slavery, the Mexican-American War, the Industrial Revolution, expansion of democracy, women's suffrage, abolition, the Civil War, and Reconstruction. In the United States History course, students explore significant events and notable figures from Reconstruction to present day. Topics include the Civil War, Reconstruction, westward expansion, the Industrial Revolution, immigration, social reform, imperialism, World War I, the Great Depression, World War II, the Cold War, the Korean War, the Vietnam War, the Civil Rights movement, 1970s, 1980s, 1990s, the 2000s, and terrorism. The course also includes Florida's role during each of these important events. In the M/J Civics course, students examine the road from enlightenment ideas to foundational documents of the United States. Students review the events leading to the Declaration of Independence and the debate over ratification of the Constitution. Students also explore the history of U.S. elections, the expansion of civil rights, and how the U.S. has responded to foreign conflicts. In the United States Government course, students examine relevant elements of historical events to the foundational documents and principles of the United States. This includes ratification debates over the Constitution, significant U.S. Supreme Court cases across history, and federal responses to international issues and conflicts. In English 2 students read "Give Me Liberty or Give Me Death" and "A House Divided" and they explore the why/when/how the speeches were delivered. In MJ Language Arts 2 students read "Give Me Liberty or Give Me Death" and analyze the figurative language and the purpose. In English 1, students read through the Lincoln-Douglas Debates after learning background information on them. In MJ Language Arts 2 students read "Give Me Liberty or Give Me Death" and analyze the figurative language and the purpose. In Social Studies Grade 1, students learn about using the media center and other sources to find out information about historical topics. They will compare life now with life in the past and explore how multiple perspectives lead to the unity of the united states. Students will learn about people and symbols that represent the United States and identify historical figures that demonstrated courage, responsibility, and honesty. In Social Studies Grade 3, students will learn about the groups who settled in different regions of the United States. They will also learn about the cultural influences of different groups on American History. This course will also highlight influential people who played a role in American history as well as the creation of the U.S. Constitution, and formation of the American government.
The history of the Holocaust (1933-1945)	2100110 - United States History 2100120 - United States History Honors 2109110 - World History 2109120 - World History Honors 1001170 - English 3 1001380 - English Honors 3 5021070 - Social Studies Grade 5 2109430 - Holocaust 2109440 - Holocaust Education Honors	Certified teachers	FLVS Developed Curriculum: In the United States History course, students learn about what happened to the Jews and other people victimized during the Holocaust and describe the response of the United States to the Holocaust before, during, and after World War II. In the World History course, students learn about important events and notable figures of the Holocaust. Topics include antisemitism, Nazi dehumanization of the Jews and other victims, passage of the Nuremberg Laws, the development of concentration and death camps and ghettos, the "Final Solution", and liberation. Students create a Holocaust memorial explaining the causes, events, and effects of the Holocaust. In English 3, students are provided Night as an independent reading choice. In Social Studies Grade 5, students learn the definition of the Holocaust. In Holocaust History, students examine the causes, course, and consequences of the Holocaust through interactive media and impactful primary sources, including survivor testimony. The course culminates in a project that asks students to create a museum exhibit composed of artifacts illustrating the most important things they learned about the Holocaust, as well as to reflect on how we can prevent another event like the Holocaust from occurring.
The history of African Americans	5021020 - Social Studies Grade K 9021030 - Social Studies Grade 1 5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 5021060 - Social Studies Grade 4 5021070 - Social Studies Grade 5 2100010 - M/J United States History 2100015 - M/J United States History & Career Planning 2100020 - M/J United States History Advanced 2100025 - M/J United States History Advanced & Career Planning 2106010 - M/J Civics 2106016 - M/J Civics & Career Planning 2106020 - M/J Civics, Advanced 2106026 - M/J Civics, Advanced & Career Planning 2100310 - United States History 2100320 - United States History Honors 2106310 - United States Government 2106320 - United States Government Honors 1001310 - English 1 1001320 - English Honors 1	Certified teachers	FLVS Developed Curriculum: In Social Studies Kindergarten, students learn about Martin Luther King Jr. and the holiday that honors him. They learn that Dr. King was a responsible leader and about his impact on American. In Social Studies Grade 1, students are taught about Martin Luther King Jr. and his fight for everyone to be treated equally. Students will also learn about Ruby Bridges and George Washington Carver. In Social Studies Grade 2, students will learn about the contributions of African Americans to American society, the study of Hispanic contributions to the United States, and study of women's contributions to the United States. In Social Studies Grade 3, students learn that many Africans were brought to North America against their will as slaves. A brief history of influential Black Americans (Harriet Tubman, Josiah T. Walls, George Washington Carver, Rosa Parks, and Booker T. Washington) are included within the course too. In Social Studies Grade 4, students learn about Florida's role in the Civil Rights Movement. Students learn about notable figures such as Ruby Bridges, a brave young girl who was the first African American girl to attend an all-white school. They learn about other influential leaders who impacted the Civil Rights Movement in Florida. In Social Studies Grade 5, students learn about slavery in the colonies. They learn that in the M/J United States History course, students examine the experience of Black Americans from colonization through Reconstruction. Throughout the course, students are introduced to influential figures who helped shape the nation he daily lives of slaves were different based on the region in which they lived. In the M/J Civics course, students examine the impact of the 13th, 14th, 15th, and 24th amendments on minority political participation. Students examine primary sources from the Civil Rights Movement to gain an understanding of the Black experience in the United States. In the United States History course, students explore the experience of African Americans from Reconstruction through the modern era. Students examine the contribution over 400,000 African Americans to the World War I war effort and consider the impact of this on discrimination and prejudice. Students examine the persistence of discrimination against African Americans during World War II and migration of African Americans to cities in the 20th century, which allowed harnessing of more political power to battle segregation, leading to the Civil Right Movement. In the United States Government course, students examine the significance of elements of the Constitution, its amendments, U.S. Supreme Court cases, and federal legislation to the history of African Americans, especially as it relates to status and participation in U.S. civic society. These elements include, among many others, the Three-Fifths Compromise, 13th through 15th Amendments, Brown v. Board of Education (1954), and the Civil Rights Act of 1964. In the English 1 course, students carefully examine portions of Martin Luther King's "I have a dream" speech and his "Letter from Birmingham Jail." Students analyze audience, purpose, and rhetorical techniques and their contribution to King's influence and contribution.
The history of Asian Americans and Pacific Islanders	2100110 - United States History 2100120 - United States History Honors	Certified teachers	FLVS Developed Curriculum: In United States History, students examine the experience and contributions of Asian Americans in the settlement of the American West. Students also evaluate how civil rights of Japanese Americans were limited during WWII.
The elementary principles of agriculture	2109010 - M/J World History 2109020 - M/J World History, Advanced 2109015 - M/J World History and Career Planning 2109025 - M/J World History, Advanced and Career Planning 2001340 - Environmental Science 2001341 - Environmental Science Honors	Certified teachers	FLVS Developed Curriculum: In M/J World History, students compare the lifestyles of hunter-gatherers with those of early agricultural settlers. They evaluate how environment and resources affected the development and spread of agriculture in the ancient world. Students also examine how settlement and agricultural advancements laid the foundation for development of the ancient river civilizations. In Environmental Science, students learn about several different agricultural approaches. They evaluate the pros and cons of agriculture practices in terms of land use, environmental impact, and human needs.
The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind	3026010 - HOPE-Physical Education (Core) 0800300 - Health 1-Life Management Skills	Certified teachers	FLVS Developed Curriculum: In HOPE, students examine the physical and emotional effects of alcohol on the body, how the effects of alcohol impact not just the individual but the people who surround that person, and methods to treat and manage substance use and abuse. In Health-Life Management Skills students research the far reaching impacts of alcohol to the individual, family and community.
Kindness to animals	5021030 - Social Studies Grade 1 5021050 - Social Studies Grade 3 2106010 - M/J Civics 2106016 - M/J Civics & Career Planning 2106020 - M/J Civics, Advanced 2106026 - M/J Civics, Advanced & Career Planning 2000310 - Biology 1 2000320 - Biology 1 Honors 2001340 - Environmental Science 2001341 - Environmental Science Honors	Certified teachers	FLVS Developed Curriculum: In Social Studies Grade 1, as a characteristic of responsible citizenship, students learn the importance of being kind and respectful to animals. They recognize that responsibly taking care of animals is one way to show kindness and respect to them. In Social Studies Grade 3, as a characteristic of responsible citizenship, students learn the importance of being kind and respectful to animals. Students learn that there are ways to work within a community to care for animals. In the M/J Civics course, students identify important events and notable figures in Florida's history. Topics include the land, early settlement, the Civil War, Reconstruction, industrialization, modern Florida, and Florida's government. In Biology 1, students learn about how humans impact animals and environments as a result of deforestation, urbanization, and other human activities. They analyze how human activities harm animals and solutions that are being used to help prevent harm to animals. In Environmental Science, students learn about the importance of biodiversity and the impacts caused by people with regard to extinction and endangered species. Students evaluate the effectiveness of conservation methods used to protect biodiversity and endangered species.
The history of the state	5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 5021060 - Social Studies Grade 4 2100010 - M/J United States History 2100015 - M/J United States History & Career Planning 2100020 - M/J United States History Advanced 2100025 - M/J United States History Advanced & Career Planning 2100310 - United States History 2100320 - United States History Honors	Certified teachers	FLVS Developed Curriculum: In Social Studies Grade 2, students explain how and why governments are formed. They examine the purpose of the United States Constitution and the national government. Students compare and contrast the three branches of government. Students will define and provide examples of laws at the state and national level. Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida. Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida. Students will recognize the Florida Constitution as a document that represents Florida. In Social Studies Grade 3 students learn about local government and the roles of each branch and representative. Students also learn about the Florida state seal, constitution, and the first elected officials including Josiah T. Walls, William Pope Duval, and William Dunn Mosely. In Social Studies Grade 4, students identify important events and notable figures in Florida's history. Topics include the land, early settlement, the Civil War, Reconstruction, industrialization, modern Florida, and Florida's government. In the M/J United States History course, students examine how control of Florida changed over time, including shifts in control from the British to the United States from the 1700's to the 1800's. Students examine the movement of settlers into Florida during the Territorial Period and its impact on both agriculture and slavery in the state. They explore the use of both renewable and nonrenewable resources due to population growth. Florida's status as both a safe harbor for some runaway slaves and a slaveholding state is discussed. The course examines Florida's decision to secede from the United States during the Civil War and the impacts of the war on Florida. In the United States History course, students examine important events in Florida's history. In part, students explore the contributions of Henry Flagler, Hamilton Disston, William Chapley, and George Proctor during the period following the Industrial Revolution. In addition, students examine how development impacted Florida's ecosystem (ex. draining the Everglades). The course discusses the role of Tampa and Ybor City as a staging area for troops headed to Cuba during the Spanish-American war and home to a large Cuban population including leader José Martí respectively. Students explore the contributions of Alfred I. DuPont and Ed Ball on the economic landscape during the 1920's. DuPont and Ball invested in real estate and DuPont opened several branches of the Florida National Bank in an attempt to bolster Florida's economy. In addition, students analyze Cape Canaveral's role in both the space race and arms race and Florida's role as a refuge for Cuban people fleeing Cuba. Students also explore the role of Florida in the 2000 presidential election.

The conservation of natural resources	5021050 - Social Studies Grade 3 5020050 - Science - Grade Four 2106010 - M/J Civics 2106016 - M/J Civics & Career Planning 2106020 - M/J Civics, Advanced 2106026 - M/J Civics, Advanced & Career Planning 2002070 - M/J Comprehensive Science 2 2002080 - M/J Comprehensive Science 2, Advanced 2002100 - M/J Comprehensive Science 3 2002110 - M/J Comprehensive Science 3, Advanced 2000310 - Biology 1 2000320 - Biology 1 Honors 2001310 - Earth/Space Science 2001320 - Earth/Space Science Honors 2001340 - Chemistry 1 2003350 - Chemistry 1 Honors 2002500 - Marine Science 1 2002510 - Marine Science 1 Honors 2001340 - Environmental Science 2001341 - Environmental Science Honors	Certified teachers	FLVS Developed Curriculum: In Social Studies Grade 3, students learn to identify and describe natural resources of Canada, Mexico, the Caribbean, and the United States. In Science Grade 4, students recognize resources found on Earth and classify that they are either renewable or nonrenewable. In M/J Civics, students define ecology and conservation, and use maps to study issues of conservation. They examine an ecological issue in their community and consider how civic activism could help to solve it. In M/J Comprehensive Science 2, students differentiate between renewable and nonrenewable resources and evaluate the importance of recycling material. In M/J Comprehensive Science 3, students learn the impacts of science and society on conservation and describe conservation and its impact on factors such as economics and politics. Students read articles on the conservation of forests and on community conservation. In Biology 1, students learn the negative effects of oil spills, groundwater contamination, waste disposal, and water pollution on ecosystems and natural resources. They also learn positive steps and solutions people are taking to correct the problems in order to preserve and conserve natural resources. In Earth/Space Science, students explain water conservation techniques and evaluate solutions for areas that have issues managing water supply can be taken to conserve water, identify issues with water conservation, and identify the consequences of poor water conservation methods. In the Chemistry course, students learn about the renewability of different natural resources and evaluate solutions for conserving water resources. Marine Science 1 students evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests. In Environmental Science, students learn what natural resources are and how using natural resources has benefits and consequences for both humans and the environment. Students research and evaluate the effectiveness of methods used to conserve natural resources.
Health Education as described in section 1003.42(2)(a), F.S., including dating violence and abuse, benefits of abstinence, life skills and the effects of social media	1508060 - M/J Comprehensive Physical Education Grade 6/7 1508070 - M/J Comprehensive Physical Education Grade 7/8 0820510 - HOPE-Physical Education (Core) 0800300 - Health 1-Life Management Skills	Certified teachers	FLVS Developed Curriculum: In M/J Comprehensive Physical Education 6/7, students examine the definition of dating violence and abuse, warning signs of partner violence and abusive behavior, predict how respectful or abusive behaviors can each affect the health of a relationship, demonstrate strategies to prevent, manage, or resolve conflicts in relationships, and resources available to help victims. In M/J Comprehensive Physical Education 7/8, students examine the definition of dating violence and abuse, warning signs of partner violence and abusive behavior, predict how respectful or abusive behaviors can each affect the health of a relationship, demonstrate strategies to prevent, manage, or resolve conflicts in relationships, and resources available to help victims. In HOPE, students examine the definition of dating violence and abuse, warning signs partner violence and abusive behavior, predict how respectful or abusive behaviors can each affect the health of a relationship, demonstrate strategies to prevent, manage, or resolve conflicts in relationships, and resources available to help victims. In LMS, in HOPE, students examine the definition of dating violence and abuse, warning signs partner violence and abusive behavior, predict how respectful or abusive behaviors can each affect the health of a relationship, demonstrate strategies to prevent, manage, or resolve conflicts in relationships, and resources available to help victims.
Hispanic contributions to the United States	5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 2100010 - M/J United States History 2100015 - M/J United States History & Career Planning 2100020 - M/J United States History Advanced 2100025 - M/J United States History Advanced & Career Planning 2100310 - United States History 2100320 - United States History Honors 1001400 - English 4 1001410 - English Honors 4	Certified teachers	FLVS Developed Curriculum: In Social Studies Grade 2, students will learn about the contributions of African Americans to American society, the study of Hispanic contributions to the United States, and study of women's contributions to the United States. In Social Studies Grade 3, students learn about Hispanic contributions to the culture, music, art, food, and dance in a variety of North American countries. In the M/J United States History course, students examine the contributions of minority groups to American society. They research significant contributions and explain the impact. In the United States History course, students learn about the contributions of Hispanic Americans in the 20th century. Areas of focus include the Hispanic contribution to the World War I and World War II war efforts. In English 4, students learn about the contributions Miguel de Cervantes' work has had on the literary world.
Women's contributions to the United States	5021030 - Social Studies Grade 1 5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 5021070 - Social Studies Grade 5 2100010 - M/J United States History 2100020 - M/J United States History Advanced 2100015 - M/J United States History & Career Planning 2100025 - M/J United States History Advanced & Career Planning 2106010 - M/J Civics 2106020 - M/J Civics, Advanced 2106026 - M/J Civics & Career Planning 2106036 - M/J Civics, Advanced & Career Planning 2100310 - United States History 2100320 - United States History Honors 1001400 - English 4 1001410 - English Honors 4 1001310 - English 1 1001320 - English Honors 1	Certified teachers	FLVS Developed Curriculum: In Social Studies Grade 1, students learn about the life and contributions of First Lady Eleanor Roosevelt. They learn how she supported her husband's efforts during the Great Depression and how she contributed on her own to the cause of women's equality. Students identify Women's History Month as a celebration of the contributions of women that occurs each year in March. In Social Studies Grade 2, students will learn about the contributions of African Americans to American society, the study of Hispanic contributions to the United States, and study of women's contributions to the United States. Students examine the role of Sacagawea as guide on Lewis and Clark's journey. In Social Studies Grade 3, students will learn about the addition of the 19th Amendment to the Constitution and the women's suffrage movement. Students will learn that Susan B. Anthony was a woman of influence. In Social Studies Grade 5, students identify how women contributed to the Revolutionary War effort. Students recognize that historically women have not had the same rights as men. Students examine the contributions of notable women like the Daughters of Liberty, Mercy Otis Warren, and Abigail Adams. Students also learn about the ongoing fight for women's rights. In the M/J Civics course, students learn about Alice Paul and the history of the Equal Rights Amendment, it's ultimate failure to pass and continued debate. In the United States History course, students examine the contributions of women in the 20th century. Areas of focus include women's role in the World War I and World War II war effort, including the increased role in the industrial sector, impacting the nation's understanding of women's roles overall. Student examine how this laid the groundwork for many to challenge cultural assumptions. In English 4, students read excerpts from several female authors that were fighting for gender equality. They analyze how these female authors' viewpoints varied from men of the time period. In English 1, students learn about Lucy Stanton's accomplishments and they read her one of her famous speeches.
The nature and importance of free enterprise to the United States economy	5021020 - Social Studies Grade K 5021030 - Social Studies Grade 1 5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 5021060 - Social Studies Grade 4 5021070 - Social Studies Grade 5 2102310 - Economics 2102320 - Economics Honors 2102335 - Economics with Financial Literacy 2102345 - Economics with Financial Literacy Honors 2102371 - Personal Finance and Money Management 2102373 - Personal Finance and Money Management Honors 2106010 - M/J Civics 2106016 - M/J Civics & Career Planning 2106020 - M/J Civics, Advanced 2106026 - M/J Civics, Advanced & Career Planning	Certified teachers	FLVS Developed Curriculum: In Social Studies Grade K, students recognize that people work to earn money to buy things they need or want. They identify jobs people have in the community and the tools they use. In Social Studies Grade 1, students explain the relationship between resources and scarcity. They define opportunity cost and recognize that people have to make choices when resources are scarce. Students examine examples of opportunity cost in their daily lives. In Social Studies Grade 2, students define supply and demand. They compare and contrast goods and services and identify examples of each. Students explain the relationship between supply and demand. In Social Studies Grade 3, students compare and contrast buyers and sellers. They explain the relationship between trade and scarcity. Students learn how buyers and sellers exchange goods through trade or money. In Social Studies Grade 4, students identify entrepreneurs who influenced Florida's economy. They recognize how technological advances have impacted Florida's economy. They also explore Florida's economy's role in relation to the national and international economies. In Social Studies Grade 5, students learn about the market economy and Triangular Trade. They identify characteristics of the colonial economy that are consistent with a market economy. In the Economics and Economics with Financial Literacy course, students explore the basic components of free enterprise. Students examine the factors of production and compare and contrast the types of markets. Students analyze the impact of price and non-price competition on demand and the role of government regulation. The course also explores the impact of externalities like financing and eminent domain. Students explore factors that impact the labor market and productivity. In the Personal Finance and Money Management course, students explore factors that impact an individual's career path. Students are asked to consider factors such as education, job-related benefits, and other factors affecting an individual's choice of jobs or careers. In the M/J Civics course, students examine the principles of market and mixed economies. Students evaluate the role of government in the U.S. economy and how this compares to other nations.

Civic and character education	5010041 - Language Arts - Kindergarten 5010042 - Language Arts - Grade One 5010043 - Language Arts - Grade Two 5010044 - Language Arts - Grade Three 5010045 - Language Arts - Grade Four 5010046 - Language Arts - Grade Five 5021020 - Social Studies Grade K 5021030 - Social Studies Grade 1 5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 5021060 - Social Studies Grade 4 5021070 - Social Studies Grade 5 5015020 - Physical Education - Grade Kindergarten 5015030 - Physical Education - Grade 1 5015040 - Physical Education - Grade 2 5015050 - Physical Education - Grade 3 5015060 - Physical Education - Grade 4 5015070 - Physical Education - Grade 5 5002010 - Introduction to Computer Science 1 5002020 - Introduction to Computer Science 2	Certified teachers	FLVS Developed Curriculum: In the Language Arts Grade K, students will learn about working together, citizenship, honesty, respect, and personal responsibility. In the Language Arts Grade 1, students will learn about working together, being good citizens, respecting themselves and others, responsibility, and helping others. In the Language Arts Grade 2, students will learn about community, fairness, being good citizens, helping others, working together, liberty, and personal responsibility. In the Language Arts Grade 3, students will learn about teamwork, imagination, personal responsibility, creativity, and respect. In the Language Arts Grade 4, students will learn about doing the right thing, healthy choices, acceptance, working together, citizenship, responsibility, and respect. In the Language Arts Grade 5, students will learn about citizenship, respect, honesty, helping others, personal responsibility, teamwork, and integrity. In Social Studies Grade K, students learn to identify rules and laws in both home and school. Students are taught how to be responsible citizens and learn to resolve conflicts. They are also taught how groups can make decisions by voting, taking turns, class meetings, and discussions. In Social Studies Grade 1, students learn to explain rules and laws at home, school, and community. They are taught the effects of having no rules and laws. The course also teaches rights, responsibilities, and characteristics of citizenship to students in the school community. In Social Studies Grade 2, students learn to identify responsible and irresponsible citizenship characteristics and describe contributions to civic life in the United States and Florida. In Social Studies Grade 3, students are taught how citizens demonstrate civility, cooperation, volunteerism, and other civic virtues such as participating in food drives, voting, and community clean-ups. In Social Studies Grade 4, students are taught that citizens work with local and state governments to solve problems by learning how citizens can attend government meetings and communicate with their elected representatives. They will also understand the importance of voting, public service, and volunteerism to the state of the union. In Social Studies Grade 5, Students will evaluate the importance of civic duties such as obeying laws, paying taxes, and serving on a jury for the preservation of the United States' constitutional republic. They will also be taught responsibilities such as voting and keeping informed on public issues and what could happen if citizens don't fulfill their civic duties, service, and volunteerism to the state and nation. In Physical Education Kindergarten, students learn about personal space and moving safely around others. Students also learn how to cooperate and show respect to others during physical activity. They also learn to show good sportsmanship in different ways and how to get along with others even when they do not feel successful. In Physical Education Grade 1, students learn about safe rules and procedures for participating in activities and properly using equipment. Students also learn how to show empathy towards others when participating in physical activities, as well as how to share how the activities make them feel. They will also learn to try their best in each physical activity. In Physical Education Grade 2, students learn ways to cooperate and problem-solve with others during physical activities. They also learn to express their own feelings correctly when they lose or win a game. In Physical Education Grade 3, students learn ways to receive feedback and apply it to improve their skills. Students also learn to use different personal characteristics to overcome physical activity related to challenges. Third-grade students will also learn ways to appreciate, cooperate, and show respect while participating in physical activities. They will also learn the importance of celebrating their accomplishments as well as the accomplishments of others. In Physical Education Grade 4, students learn to be inclusive of others while participating in physical activities. They will also learn how physical activities are a positive way to socialize with others. The students will also learn how to celebrate and share their feelings respectfully with one another. They will learn to work together as a team and build trust with one another. In Physical Education Grade 5, students learn that it is better to cheer on your teammate than to boo at them. They will also learn to communicate and decide on different physical activities they can do together. Students will learn to express their feelings and share how they feel when participating in activities with others. They will also learn the importance of working together as a team. In Introduction to Computer Science 1- Kindergarten, students learn ways to be good digital citizens. The students also learn about bullying and cyberbullying and how both hurt others' feelings. The students also learn how to share with a trusted adult when this happens. In Introduction to Computer Science 1- Grade 1, students learn how rules keep them safe and healthy both online and offline. The students also learn how to solve problems with and without technology. They also learn to recognize unsafe situations and cyberbullying, as well as learn to share these situations with a trusted adult. The students also learn how to receive and use constructive criticism to help them grow. In Introduction to Computer Science 1 - Grade 2, students learn the differences in rules and laws and that following both of these is a way to be responsible. They also learn that there are positive and negative consequences to following and not following rules and laws. The students learn how to problem-solve with and without technology. In Introduction to Computer Science 2 - Grade 3, students learn how to be a good digital citizen. The focus is on listening to their heads, hearts, guts, and feet to stand up for themselves and others and to be responsible and safe. The students learn about Netiquette and the golden rule on how to treat others online and make responsible decisions when sharing and posting information online.
The sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide	5021020 - Social Studies Grade K 5021030 - Social Studies Grade 1 5021040 - Social Studies Grade 2 5021050 - Social Studies Grade 3 5021060 - Social Studies Grade 4 5021070 - Social Studies Grade 5 2100010 - M/J United States History 2100015 - M/J United States History & Career Planning 2100020 - M/J United States History Advanced 2100025 - M/J United States History Advanced & Career Planning 2106010 - M/J Civics 2106016 - M/J Civics & Career Planning 2106020 - M/J Civics, Advanced 2106026 - M/J Civics, Advanced & Career Planning 2100310 - United States History 2100320 - United States History Honors 2106310 - United States Government 2106320 - United States Government Honors	Certified teachers	Medal of Honor recipients are honored at school assemblies, live lessons, and through schoolwide announcements.