

2026-2027 Implementation Plan

This form serves as the reporting tool for school districts to report their implementation plan required by Section (s.) 1003.42, Florida Statutes (F.S.). For each required instruction topic, districts will provide detailed information for ALL categories.

This form is due by July 1 of each year. All school districts are required to submit this form to <https://districts.flimadoption.org>.

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, including publisher, title and edition. Be sure to include the grade level used.
Example (this example does not encompass all potential options, but should serve as a guide when completing this plan)	Grade 1: classroom instruction Grade 3: Asynchronous online learning Grade 5: annual assembly	Grade 1: Certified teachers (Identify certificate subject) Grade 3: School nurse/counselor Grade 5: Department of Health employees	Grade 1: State adopted Science Curriculum (Include Publishers, titles, and year) aligned curriculum or supplemental materials Grade 5: Florida Department of Health provided resources including Title and year Grade 3: Other benchmarks-
The history and content of the Declaration of Independence as defined in s. 1003.42(2)(a), F.S.	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 5021070 - Social Studies Grade 5 5010046 - Language Arts - Grade Five 2106310 - United States Government 2106320 - United States Government Honors 2100310 - United States History 2100320 - United States History Honors	Social Science (5-9, 6-12) History (6-12) Political Science (6-12) Elem. Ed. (K-6, 1-6) lementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Early Childhood (Nursery-K) English (5-9) History (6-12) Political Science (6-12) Social Science (6-12)	FLVS Developed Curriculum: In the M/J Civics course, students complete a series of videos, interactivities, 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 celebrating and honoring people, events, and our nation's ethnic heritage through national holidays. Students learn about Independence Day, also called the Fourth of July, and different ways to celebrate the holiday, such as watching fireworks and attending parades. 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 Social Studies Grade 5, students recognize that the Declaration of Independence affirms every U.S. citizen unalienable rights. 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,
The history of the U.S. Constitution, the Bill of Rights and subsequent amendments as defined in s. 1003.42(2)(b), F.S.	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 5010046 - Language Arts - Grade Five 2106010 - M/J Civics	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) English (5-9) Social Science (5-9, 6-12) History (6-12) Political Science (6-12)	FLVS Developed Curriculum: In Social Studies Kindergarten, students learn about the purposes of rules and laws at home and school. Students will identify what can happen without rules and laws. They also learn that patriotism is defined as allegiance to one's country. In Social Studies Grade 1, students 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, and will recognize that the U.S. Constitution starts with "We the People." They also learn ways to demonstrate patriotism. 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
The arguments in support of adopting our republican form of government, as they are embodied in most the most important of the Federalist Papers as defined in s. 1003.42(2)(c), F.S.	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 2100010 - M/J United States History 2100020 - M/J United States History Advanced 2100015 - M/J United States History & Career Planning	Elementary Education (1-6, K-6) Social Science (5-9) Social Science (5-9, 6-12) History (6-12) Political Science (6-12)	FLVS Developed Curriculum: In Social Studies Grade 5, students explain how and why the U.S. Constitution was created and discuss the arguments for adopting a representative form of government. 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.

Flag Education as defined in s. 1003.42(2)(d), F.S.	5021020 - Social Studies Grade K 5021030 - Social Studies Grade 1 5021040 - Social Studies Grade 2 2106010 - M/J Civics 2106020 - M/J Civics, Advanced 2106016 - M/J Civics & Career Planning 2106026 - M/J Civics, Advanced & Career Planning	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Social Science (5-9, 6-12) History (6-12) Political Science (6-12)	FLVS Developed Curriculum: In Social Studies Kindergarten, students identify U.S. symbols, learn about national holidays and celebrations, and explore ways people honor our nation, including Independence Day and Memorial Day. In Social Studies Grade 1, students learn about the history of the American flag, how and why it has changed over time, and why it represents freedom. Students also learn how the flag is used on Memorial Day, the meaning of the Pledge of Allegiance, respectful behavior during the Pledge and National Anthem, and the proper ways to display and dispose of the flag. In Social Studies Grade 2, students learn about the history of the American flag, how and why it has changed over time, and why it represents freedom. Students also participate in Celebrate Freedom Week activities, learn how the flag is used on Memorial Day, and explore 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 as defined in s. 1003.42(2)(e), F.S.	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 2106010 - M/J Civics 2106020 - M/J Civics, Advanced 2106016 - M/J Civics & Career Planning	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Social Science (5-9, 6-12) History (6-12) Political Science (6-12)	FLVS Developed Curriculum: In Social Studies Kindergarten, Students learn about rules and laws at home and at school, and identify who has the power to enforce them. In Social Studies grade 1, students learn why governments create laws, including keeping people safe and helping communities stay in order. Students compare rules and laws, describe how laws affect their homes, schools, and communities, and identify good citizenship behaviors such as 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 3, 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 4, students learn about Florida's state constitution and identify its purpose, functions, and structure. Students also identify and describe
The history of the United States as defined in s. 1003.42(2)(f), F.S.	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 2100310 - United States History	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Social Science (5-9, 6-12) History (6-12) Political Science (6-12) Social Science (6-12) English (5-9, 6-12)	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.
1. The history of the Holocaust (1933-1945) as defined in s. 1003.42(2)(g), F.S. 2. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.	2100310 - United States History 2100320 - United States History Honors 2109310 - World History 2109320 - World History Honors 1001370 - English 3 1001380 - English Honors 3 5021070 - Social Studies Grade 5 2109430 - Holocaust 2109440 - Holocaust Education Honors 2106310 - United States Government 2106320 - United States Government Honors	History (6-12) Social Science (5-9, 6-12) Political Science (6-12) English (6-12) Elementary Education (1-6, K-6)	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. In the US Government course, students explain the historical events that led to the Nazi Party growing and maintaining power. Students analyze topics such as Nazi propaganda, Kristallnacht, Holocaust survivor testimonies, and the significance of "never again".
The history of African Americans as defined in s. 1003.42(2)(h), F.S.	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	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Social Science (5-9) Social Science (5-9, 6-12) History (6-12) *Elem. Ed. (K-6, 1-6) Political Science (6-12) English (5-9, 6-12)	FLVS Developed Curriculum: In Social Studies Kindergarten, students learn about African American inventors and explorers, including Mae C. Jemison and George Washington Carver. They also learn about Martin Luther King Jr. and the holiday established in his honor. In Social Studies Grade 1, students learn about African American artists, including Aretha Franklin and James Earl Jones. They also examine the contributions of Martin Luther King Jr., Ruby Bridges, and George Washington Carver. In Social Studies Grade 2, students learn about African Americans who demonstrated civic service, including Colin Powell and Willa Beatrice Brown. They also explore African American folktales. In Social Studies Grade 3, students learn about African Americans who demonstrated heroism and patriotism, including Booker T. Washington, Martin Luther King Jr., and Rosa Parks. In Social Studies Grade 4, students learn about African American community leaders who made positive contributions to Florida, including Mary McLeod Bethune and Zora Neale Hurston. In Social Studies Grade 5, students examine the experiences of African Americans during the colonial era. They study the Underground Railroad, identify key

The history of Asian Americans and Pacific Islanders as defined in s. 1003.42(2)(i), F.S.	2100310 - United States History 2100320 - United States History Honors	Social Science (5-9, 6-12) History (6-12)	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 as defined in s. 1003.42(2)(j), F.S.	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	Social Science (5-9, 6-12) History (6-12) *Elem. Ed. (K-6, 1-6) General Science (5-9) Biology (6-12) Chemistry (6-12) Earth Space Science (6-12)	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 as defined in s. 1003.42(2)(k), F.S.	3026010 - HOPE-Physical Education (Core) 0800300 - Health 1-Life Management Skills	Physical Education (6-12 or K-12) Family and Consumer Science (6-12) Health (7-12 or K-12)	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 as defined in s. 1003.42(2)(l), F.S.	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	Elementary Education (1-6, K-6) PK-Primary (PK-3), Primary Education (K-3) Social Science (5-9, 6-12) History (6-12) Political Science (6-12) *Elem. Ed. (K-6, 1-6) Biology (6-12) General Science (5-9)	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 examine animal right issues and determine how they can advocate to solve related issues in their local community. 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.
The history of the state as defined in s. 1003.42(2)(m), F.S.	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	Elementary Education (1-6, K-6) PK-Primary (PK-3), Primary Education (K-3) Social Science (5-9, 6-12) History (6-12) *Elem. Ed. (K-6, 1-6)	FLVS Developed Curriculum: In social studies grade 2, students learn how and why governments are formed and explore the purpose of the U.S. Constitution and national government. Students compare the three branches of government, learn examples of state and national laws, and recognize Florida symbols, documents, and individuals, including the Florida State Capitol, Everglades National Park, Florida Constitution, Andrew Jackson, and Marjory Stoneman Douglas. 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.

The conservation of natural resources as defined in s. 1003.42(2)(n), F.S.	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	Elementary Education (1-6, K-6) PK-Primary (PK-3), Primary Education (K-3) Social Science (5-9, 6-12) History (6-12) Political Science (6-12) *Elem. Ed. (K-6, 1-6) Biology (6-12) Chemistry (6-12)	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.
Health education that addresses concepts of community health, consumer health, environmental health, and family life, including: a. Injury prevention and safety. b. Internet safety. c. Nutrition. d. Personal health. e. Prevention and control of disease. f. Substance use and abuse. g. Prevention of child sexual abuse, exploitation, and human trafficking. Health Education as defined in s. 1003.42(2)(o)1., F.S.	8417131 - Allied Health Assisting 3 8417110 - Health Science Foundations 2000350 - Anatomy and Physiology 2000360 - Anatomy and Physiology 2001340 - Environmental Science 2001341 - Environmental Science Honors 0200021 - M/J Grade 6 Digital Discoveries 1700380 - Career Research and Decision Making 9001310 - IT Fundamentals 1508000 - M/J Fitness Grade 6 1508060 - M/J Comprehensive PE 6/7 1508070 - M/J Comprehensive PE 7/8 1501300 - Personal Fitness 3026010 - HOPE-Physical Education (Core) 0800300 - Health 1-Life Management Skills 1501310 - Fitness Lifestyle Design	Any Health Occupation Health (K-12) Biology (6-12) General Science (5-9), Chemistry (6-12) Earth Space Science (6-12) Business Ed. (6-12) Computer Science (K-12) Physical Education (6-12, K-12) Family and Consumer Science (6-12) Health (7-12 or K-12)	Allied Health Assisting 3: (a) Teaches students to provide for the safety of the elderly and chronically ill patient, including prevention of falls, prevention of infections, provision of a safe environment and prompt attendance to patients' needs, etc. State precautions required when performing diagnostic procedures. Describe the splint making process. Check emergency equipment assigned to respiratory care. Perform safe body mechanics and transfer. Perform safe body mechanics and transferring skills of patient onto x-ray table. (d) Identify psychological reactions to illness including defense mechanisms. Recognize the stages of dementia and the care of residents in each stage. Describe hypertension and some of the factors that produce it. (c) Describe ways to meet the nutritional needs through diet, dietary supplements, and mechanisms to provide supplements. (e) Recognize common chronic illnesses and the special care required Health Science Foundations: (d/e) Describes strategies for prevention of diseases including health screenings and examinations. (c) Explore and utilize the U.S. Department of Agriculture's nutrition resources. (e) Demonstrate an understanding of and apply wellness and disease concepts. Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation. Demonstrate knowledge of surgical asepsis. Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines. (a) Demonstrate procedures for the safe transport and transfer of patients. Recognize safe and unsafe working conditions and report safety hazards. Demonstrate the safe use of medical equipment. Identify and practice security procedures for medical supplies and equipment. Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations including standard precautions. Recognize Safety Data Sheets and comply with safety signs, symbols and labels. Describe fire, safety, disaster and evacuations procedures. Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA
For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. Health Education as defined in s. 1003.42(2)(o)2., F.S.	3026010 - HOPE-Physical Education (Core) 0800300 - Health 1-Life Management Skills 1508060 - M/J Comprehensive PE 6/7 1508070 - M/J Comprehensive PE 7/8	Physical Education (6-12 or K-12) Family and Consumer Science (6-12) Health (7-12 or K-12) Any Field when Cert. Reflects Bachelors or Higher	In HOPE, students learn to define teen dating violence and abuse, identify warning signs and unhealthy behaviors, and analyze the characteristics of healthy relationships. Instruction includes strategies for prevention and intervention, as well as identifying trusted adults and community resources for support. In Health-Life Management Skills, students examine teen dating violence through real-world scenarios, focusing on recognizing warning signs, practicing communication and conflict resolution, and identifying support systems and reporting strategies. Emphasis is placed on personal safety and accessing community resources. M/J Comprehensive PE 6/7 + M/J Comprehensive PE 7/8: students learn to recognize characteristics of healthy and unhealthy relationships, identify warning signs of abusive behavior, and apply communication and conflict resolution strategies. Instruction emphasizes prevention, personal safety, and seeking help from trusted adults and support systems.

For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. Health Education as defined in s. 1003.42(2)(o)3., F.S.	3026010 - HOPE-Physical Education (Core)	Physical Education (6-12 or K-12) Family and Consumer Science (6-12) Health (7-12 or K-12)	In HOPE, students evaluate the benefits of sexual abstinence as the expected standard while examining the physical, emotional, and social consequences of teen pregnancy. Instruction supports responsible decision-making and emphasizes long-term impacts on health, education, and future goals.
Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including: a. Self-awareness and self-management. b. Responsible decisionmaking. c. Resiliency. d. Relationship skills and conflict resolution. e. Understanding and respecting other viewpoints and backgrounds. f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation. Health Education as defined in s. 1003.42(2)(o)4., F.S.	8417110 - Health Science Foundations 8417131 - Allied Health Assisting 3 1700380 - Career Research and Decision Making 1508000 - M/J Fitness Grade 6 1508060 - M/J Comprehensive PE 6/7 1508070 - M/J Comprehensive PE 7/8 3026010 - HOPE-Physical Education (Core) 0800300 - Health 1-Life Management Skills 1501310 - Fitness Lifestyle Design	Any Health Occupation Physical Education (6-12 or K-12) Family and Consumer Science (6-12) Health (7-12 or K-12) Any Field when Cert. Reflects Bachelors or Higher	Health Science Foundations: (a) Explain the basic concepts of positive self-image, wellness and stress. (a/c/f) Develop a wellness and stress control plan that can be used in personal and professional life. Recognize the steps in the grief process. Discuss physical and emotional effects of aging and appropriate ways of dealing with them. (d/e/f) Analyze attributes and attitudes of an effective leader. Demonstrate effective techniques for managing team conflict. Identify personal traits or attitudes desirable in a member of the healthcare team. (f) Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions). Identify documents that may be required when applying for a job. Write an appropriate resume. Conduct a job search. Complete a job application form correctly. Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential. Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential. Describe a code of ethics consistent with the healthcare occupation. Identify and compare personal, professional, and organizational ethics. (b/f) Recognize and report illegal and/or unethical practices of healthcare workers. Recognize appropriate affective/professional behavior. Allied Health Assisting 3: (f) Demonstrate employability skills (includes leadership and management) In Career Research and Decision Making, students explore strategies for thinking critically and overcoming problem-solving obstacles, identify ways to adjust behavior to respect the needs of others, develop active listening skills when engaging in discussions in a variety of situations, examine the importance of having a teamwork mindset in the workplace, and identify conflict resolution strategies. Students also identify different career paths, develop a résumé, and examine what it means to be self-motivated. In M/J Fitness Grade 6, M/J Comp PE 6/7, and M/J Comp PE 7/8, students will demonstrate responsible behaviors during physical activities. They will demonstrate respect for others, demonstrate proper etiquette in physical activity, and how to work cooperatively with others and use effective communication strategies.
For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet. Health Education as defined in s. 1003.42(2)(o)5.a., F.S.	0200022 - M/J Grade 7 Digital Discoveries 9001310 - IT Fundamentals 1700380 - Career Research and Decision Making 3026010 - HOPE-Physical Education (Core) 0800300 - Health 1-Life Management Skills 1508060 - M/J Comprehensive PE 6/7 1508070 - M/J Comprehensive PE 7/8	Business Ed. (6-12) Computer Science (K-12) Any Field when Cert. Reflects Bachelors or Higher Physical Education (6-12 or K-12) Family and Consumer Science (6-12) Health (7-12 or K-12)	In M/J Grade 7 Digital Discoveries, students identify the digital practices that may affect their physical and mental well-being, explain the possible consequences of cyberbullying and inappropriate use of digital media and communication on personal life and society, and describe legal and ethical behaviors when using information and technology and describe the consequences of misuse. In IT Fundamentals, students identify the meaning of cyberbullying and its impact on perpetrators and victims; examine the risks associated with sexting, related legal issues, social engineering, prevention methods, and the reporting of offenses; and describe the various risks associated with social networking sites and ways to reduce them. Partial: negative impacts of social media on mental health In Career Research and Decision Making, students examine the impact of social media on mental health. In Health-Life Management Skills, students analyze the social, emotional, and physical effects of social media, including mental health impacts, addiction, misinformation, and behavioral manipulation. Instruction includes digital safety, recognizing cyberbullying and predatory behavior, understanding the permanence of online content, and how to report suspicious activity.
Hispanic contributions to the United States as defined in s. 1003.42(2)(q), F.S.	5021030 - Social Studies Grade 1 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	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Social Science (5-9, 6-12) History (6-12) *Elem. Ed. (K-6, 1-6) English (6-12)	FLVS Developed Curriculum: In Social Studies Grade 1, students learn about National Hispanic Heritage Month, focused on honoring the traditions and beliefs of people who come from Spanish-speaking countries. 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.

Women's contributions to the United States as defined in s. 1003.42(2)(r), F.S.	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	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Social Science (5-9, 6-12) History (6-12) Political Science (6-12) *Elem. Ed. (K-6, 1-6) English (5-9, 6-12)	FLVS Developed Curriculum: 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 United States History course, students look closely at women in leadership positions and the expansion of women's rights over time. 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.
The nature and importance of free enterprise to the United States economy as defined in s. 1003.42(2)(s), F.S.	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	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Social Science (5-9, 6-12) Economics (6-12) History (6-12)	FLVS Developed Curriculum: In Social Studies Kindergarten, 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.
Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9), F.S. Civic and character education as defined in s. 1003.42(2)(t), F.S.	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	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Early Childhood (Nursery-K) English (5-9) Social Science (5-9)English (5-9) Social Science (5-9)	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 Kindergarten, students learn to identify rules and laws at home and at 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, holding class meetings, and participating in discussions.
1. In order to encourage patriotism, the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. 2. The history and importance of Veterans' Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays. s. 1003.42(2)(u), F.S.	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	Elementary Education (1-6, K-6) PK-Primary (PK-3) Primary Education (K-3) Early Childhood (Nursery-K) Social Science (5-9) Social Science (5-9, 6-12) Political Science (6-12) History (6-12) *Elem. Ed. (K-6, 1-6) Social Science (5-9, 6-12) History (6-12)	Medal of Honor recipients are honored at school assemblies, live lessons, and through schoolwide announcements.
The history of communism as defined in s. 1003.42(2)(v), F.S.	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 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 2102310 - Economics 2102320 - Economics Honors	Social Science (5-9) Social Science (5-9, 6-12) Political Science (6-12) History (6-12) *Elem. Ed. (K-6, 1-6) Economics (6-12)	In M/J Civics, students examine how communist governments have impacted individual freedoms, controlled political participation, and shaped economic outcomes through practices such as censorship, suppression of dissent, and centralized economic planning. Students also analyze historical case studies to compare the use of political violence in communist and democratic systems, evaluating the broader impact on societies and governance. In M/J US History, students examine early communal experiments in American history to understand how collectivist systems affected productivity and stability. They analyze why these communities shifted to private ownership, focusing on limited incentives and economic shortcomings. In M/J World History, students examine how Spartan communal life, the agoge, limited trade and innovation, and how specific Roman systems shaped economic organization and resource distribution in ancient societies. In Economics, students examine how private property supports political and economic freedom by encouraging personal incentives and individual prosperity. They analyze how nations with strong property rights achieve greater overall prosperity compared to those without such protections. In Personal Finance and Money Management, students examine the economic, social, and political theories presented in The Communist Manifesto, including Marx and Engels' views on class struggle, revolution, and the restructuring of society. They also analyze how propaganda supports a "cult of personality" in communist regimes and evaluate how