

Curriculum Guide

2023 – 2024



Pinellas Virtual High School

Table of Contents

Principal's Message
Program Highlights
College Admissions
Florida Bright Futures (2024 Graduates)
Testing
Guidance Department
Language Arts
Mathematics
Sciences
Social Studies
World Languages
Physical Education
Art
Exceptional Student Education (ESE)

Principal's Message

Welcome to the 2023-2024 school year!

This curriculum guide has been designed to help you map out the yearly courses and give you a snapshot of what your educational future will hold at Pinellas Virtual School. Please take this opportunity to review the courses described in this guide. While selecting courses, your decisions should be guided by career interests, course sequence and levels, graduation requirements and post-secondary admission policies. In order to be successful in your selection process, please consider the following:

Focus on Academics – we have created a curriculum with rigor and relevance. We have courses appropriate for all levels and we will offer a selection of Advanced Placement (AP) courses for the 2023-2024 school year.

Challenge Yourself – You can complete college-level courses. To be successful, you need to have a strong curiosity in the subject and the willingness to work hard.

Prepare for the FAST, EOC, SAT, ACT and Beyond – Every test is vital to your future in regard to assessment and opportunity. We are committed to providing special programs to increase student achievement.

Ask Questions – Review this guide with your parents and/or guardians and consider your options very carefully. Once selections have been made, verification sheets listing course requests will be available for review. At this time, carefully study the courses selected to ensure the accuracy of the listed choices and contact the counselors for adjustments if necessary.

We look forward to working with you and providing a rewarding academic experience.

Mandy Perry, Principal

Administration

Mandy Perry..... Principal

Counselors

Evelyn Irizarry..... High School Counselor

Pinellas County School Board

Lisa Cane, Chairperson

Laura Hine, Vice Chairperson

Carol Cook

Caprice Edmond

Elieen Long

Stephanie Meyer

Dawn Peters

Area III Superintendent

Dr. Dywayne Hinds

Superintendent

Kevin Hendrick

Program Highlights

Pinellas Virtual School brings together the best technologies, the best curriculum and most importantly, the best of Pinellas County teachers, who provide an incredible online experience for your child. We are committed to educate your student in the best possible manner to always achieve at the highest levels of learning. Teachers and families work together to build relationships that allow for a personalized learning experience for each individual student.

- We are a public school with the Pinellas County School district. All our teachers are local, providing opportunities for face-to-face meetings with teachers and other virtual students.
- We are aligned to Florida Standards and use online resources, virtual lessons, teacher discussions, and use a variety of assessment tools to help follow the course's curriculum.
- As part of the online learning experience, virtual students will have the opportunity to attend live lessons with their academic teachers.
- We are a diploma granting institution.

Required Grade Point Average

Students entering 9th grade during 2000-2001 and subsequent years must achieve a cumulative grade point average of 2.0 or above on a 4.0 scale to be eligible for a diploma. All high school courses taken will be included in the GPA calculation unless the grade has been forgiven.

Grading Scale:

The following point scale will apply to all high schools, as well as to middle school students enrolled in high school courses in grade 7 or 8 for credit toward graduation:

A = 4 grade points (90-100)	D = 1 grade point (60-69)
B = 3 grade points (80-89)	F = 0 grade points (0-59)
C = 2 grade points (70-79)	

Exam Requirements:

The purpose of the final exam is to assist in validating that students have demonstrated mastery of key course concepts and standards. The final exam, unto itself, is not the sole determiner of student achievement, however, students are required to take a final exam in all PVS courses to be eligible for course credit.

PVS may, at its discretion, require a proctored segment exam for any student on a situational basis. Academic Integrity proctored exams must be successfully passed (grade 59.5% or higher) for a student to be eligible for course credit.

Weighted Grade Point Average:

Grades are assigned the following point values only when determining class ranking and averages for summa cum laude, magna cum laude, cum laude status, and the National Honor Society:

Entry Prior to 2014-2015 School Year

	A	B	C	D	F
Honors (Q)	5	4	3	1	0
Regular	4	3	2	1	0

Entry 2014-2015 School Year or After

	A	B	C	D	F
Honors (Q)	4.5	3.5	2.5	1	0
Regular	4	3	2	1	0

*Class Rank: Class rank will be computed based on all courses taken for high school credit through the first semester of the 12th grade year.

*Honors Status: Students must earn the following cumulative weighted grade point averages (not rounded) to qualify for honors status. High school seniors who become eligible for an honors status during the second semester of their senior year shall have their seals mailed to them.

Summa cum laude	GPA greater than 4.0
Magna cum laude	GPA greater than 3.8 but less than or equal to 4.0
Cum laude	GPA greater than or equal to 3.5 but less than or equal to 3.8
With Distinction	GPA greater than or equal to 3.25 but less than 3.5

College Admissions

The Florida Board of Regents has established minimum state level admissions policies for new college students and for students transferring without having AA degrees from Florida community colleges. These policies include a list of required high school academic courses considered to be the best preparation for entry into college. These requirements are minimum state standards that apply to all 11 public universities in Florida. Beyond these state standards, each public university may establish higher or additional criteria for admission.

Competitive Admission Practices

Admission into Florida's state universities is controlled and competitive. The degree of competition will vary from institution to institution, depending on the number and qualification of those who apply for admission. The competition is greatest for the fall semester because of the large number of applicants for that term. Because of the competitive nature of the admissions process, high school students should try to exceed the minimum requirements to increase their chances of admission.

A State University freshman applicant typically must meet the following minimum requirements:

- A high school diploma
- Minimum test scores on the SAT or ACT
- A "B" or better average (3.0 on a 4.0 scale) in the following required academic subjects (additional weight will be assigned to the grades in Honors and/or Advanced Placement courses):
 - Four credits in English, three of which must have included substantial writing requirement.
 - Four credits in mathematics one must be Algebra 1 and one credit Geometry or above (Liberal Arts Math does not count).
 - Three credits in Natural Science, one must be Biology which includes a substantial laboratory requirement and one additional of which must have included a substantial laboratory requirement.
 - Three credits in Social Studies, one credit of World History, one credit of US History, a half credit of Government, and a half credit of Economics.
 - Two credits in Foreign Language, both of which must be in the same language and preferred to be consecutive years.
 - Four credits in additional approved electives.

Electives should be approved courses in any of the five subject areas listed above. Students intending to apply to college, however, are strongly advised to take at least four units in each of the five core subject areas.

A student who has less than the required 3.0 average must present a combination of grade point average and SAT or ACT, scores as outlined in a scale, as approved by the State Board of Regents. Please see your counselor for further details.

Early College Program

Pinellas County has partnered with St. Petersburg College to allow a few select students to attend St. Petersburg College full-time during their junior and senior years and still retain their "seat" at Pinellas Virtual School. Information is available through the SPC campuses in Seminole, Clearwater, and Tarpon Springs.

Early Admissions

A high school student may enter St. Petersburg College after the 11th grade provided that certain requirements have been satisfied. College application fees and tuition are waived by the college and textbooks are paid for by the school district. This program requires that students spend their senior year as a full-time SPC student, completing high school graduation requirements while working toward their college AA degree.

In order to be eligible for early admissions to college students must:

- Have completed three full years of high school;
- Have a cumulative grade point average of 3.0 on a 4.0 scale;
- Have met the minimum level of performance for high school graduation on the FSA/FAST;
- Have earned an acceptable score on the college placement test;

- Have obtained the signature of the high school principal on the application for Early Admission to college; and
- Meet the college application deadline.

The counselor has further details regarding this program.

Talented Twenty

Graduates from Florida public high schools who rank in the top 20% of their class and who have completed the required 19 units of core courses shall be admitted into one of the eleven state universities, although not necessarily the university of the applicant's choice. After three notifications of denial, other universities will provide complimentary reviews of the transcripts of the Talented Twenty applicants at the request of the high school counselor. Once any university accepts the student, the guarantee for admissions has been considered met, even if the student does not wish to attend that particular university.

Florida Bright Futures

General Eligibility Requirements for the Florida Bright Futures Scholarship Program

- Be a Florida resident and a US citizen or eligible non-citizen, as determined by the student's postsecondary institution.
- Complete the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
- Earn a standard Florida high school diploma or its equivalent from a Florida public high school or a registered Florida Department of Education private high school.
- Be accepted by, enroll in a degree or certificate program, and be funded at an eligible Florida public or independent postsecondary institution within 2 years from the student's year of high school graduation. *(Students who enlist in the military may defer the commencement of their scholarship. The 2-year eligibility period and 5-year renewal period will commence upon separation from active duty.)*
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be enrolled for at least 6 non-remedial semester credit hours (or the equivalent in quarter or clock hours) per terms.

Florida Academic, Medallion and Gold Seal Scholars Awards GPA Calculations for Scholarship Eligibility

The grade point average calculated by the Florida Bright Futures Scholarship Program evaluation system to determine initial eligibility is based on the weighting of certain courses. The following courses are weighted .25 per semester course or .50 per year course.

- Courses identified in the Course Code Directory as Advanced Placement, Honors, or academic Dual Enrollment. For example, whereas an "A" equals 4 quality points for an unweighted year-long course, an "A" would equal 4.5 quality points for a weighted year-long course.

Deadlines for Meeting Eligibility Requirements

Test score requirements must be met before the last day of May of the student's graduation year. All other requirements must be met by the date of graduation.

Mid-year Graduates

A mid-year graduate is a student who graduates between September 1st and January 31st of an academic year. The student must submit the Florida Financial Aid Application (Bright Futures) by August 31st PRIOR TO the intended graduation date. There are NO EXCEPTIONS to this application deadline. The student must meet the scholarship requirements in effect for the academic year in which they graduate. (Example: A December 2014 graduate must meet the 2014-15 scholarship eligibility requirements as well as the general program requirements.)

Service hours completed by high school graduation and test score for test dates through January 31 will be considered in a mid-year graduate's Final Evaluation. A student's Final transcript evaluation MUST include a graduation date.

If a student does not graduate mid-year as planned and wishes to apply as an end-of-year graduate, the student must submit a new FFAA after the application opens on December 1.

FLORIDA ACADEMIC SCHOLARS AWARD: *Specific Requirements for Florida Academic Scholars*

Florida high school students who wish to qualify for the Florida Academic Scholars (FAS) award must meet the following initial eligibility requirements:

- Graduate high school from a Florida public high school with a Florida Standard Diploma, graduate from a registered Florida Department of Education private school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (see Out-of-State Students Section on the Bright Futures website for more details).
- Complete 100 hours of documented community service. Students must be a high school student (students are considered a high school student beginning in the summer before 9th grade) and complete the required paperwork, signed and approved by the high school community service designee. These hours must be completed by the date of graduation.
- In addition, meet one of the following:
 - Earn an unrounded, weighted minimum 3.5 GPA using the 16 high school academic courses that are aligned with the State University admission requirements (see High School Course Credits below for specifics) plus earn a 1330 SAT or 29 ACT test score; or
 - Earn an International Baccalaureate (IB) Diploma; or
 - Complete the IB curriculum plus earn a 1330 SAT or 29 ACT test score; or
 - Earn the AICE Diploma; or
 - Complete the AICE curriculum plus earn a 1330 SAT or 29 ACT; or
 - Be a National Merit or Achievement Scholar/Finalist, or
 - Be a National Hispanic Scholar

High School Course Credits

For the Florida Academic Scholars, the required coursework aligns with the State University System admission requirements: 4 English (*three must include substantial writing*); 4 Mathematics (*including Algebra 1*); 3 Natural Science (*two must have substantial laboratory, one must be Biology*); 3 Social Science and 2 World Language (*sequential in the same language*) The world language requirement can be met by demonstrating proficiencies based on scores on Credit-By-Exam Equivalencies, or other university approved means. Otherwise, the high school transcript must include a world language “completer” course to show that the world language requirement has been met.

Award Level and Length for Florida Academic Scholars

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type. Student must be initially funded within two years after high school graduation. A Florida Academic Scholar may receive funding for up to five years from high school graduation for a maximum of 120 semester hours (or equivalent) toward the completion of a certificate or a first baccalaureate degree. This also applies to students in 3/2 programs who are classified as an undergraduate. Extended hours of funding are available to FAS students enrolled in a single program of study requiring more than 120 hours by submitting an Extended Hours Application (available on the Bright Futures website).

<h4>FLORIDA MEDALLION SCHOLARS AWARD: <i>Specific Requirements for Florida Medallion Scholars</i></h4>
--

Florida high school students who wish to qualify for the Florida Medallion Scholars (FMS) award must meet the following initial eligibility requirements:

- Graduate high school from a Florida public high school with a Florida Standard Diploma, graduate from a registered Florida Department of Education private school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (see Out-of-State Students section on the Bright Futures website for more details).
- Complete 75 hours of documented community service. Students must be a high school student (students are considered a high school student beginning in the summer before 9th grade) and complete the required paperwork, signed and approved by the high school community service designee. These hours must be completed by the date of graduation. In addition, meet one of the following:
- Earn an unrounded, weighted minimum 3.0 GPA using the 16 high school academic courses that are aligned with the State University admission requirements (see High School Course Credits below for specifics) plus earn a 1210 SAT or 25 ACT test score; or
- Complete the IB curriculum plus earn a 1210 SAT or 25 ACT; or
- Earn the AICE diploma; or

- Complete the AICE curriculum plus a 1210 SAT or 25 ACT; or
- Be a National Merit or Achievement Scholar or Finalist, or
- Be a National Hispanic Scholar

High School Course Credits

For the Florida Medallion Scholars, the required coursework aligns with the State University System admission requirements: 4 English (three must include substantial writing); 4 Mathematics (at or above the Algebra 1 level); 3 Natural Science (two must have substantial laboratory); 3 Social Science and 2 World Language (sequential in the same language) The world language requirement can be met by demonstrating proficiencies based on scores on Credit-By-Exam Equivalencies, or other university approved means. Otherwise, the high school transcript must include a world language “completer” course to show that the world language requirement has been met.

Award Level and Length for Florida Medallion Scholars

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type. Student must be initially funded within two years after high school graduation. A Florida Medallion Scholar may receive funding for up to five years from high school graduation for a maximum of 120 semester hours (or equivalent) toward the completion of a certificate or a first baccalaureate degree. This also applies to students in 3/2 programs who are classified as an undergraduate. Extended hours of funding are available to FMS students enrolled in a single program of study requiring more than 120 hours by submitting an Extended Hours Application (available on the Bright Futures website).

FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD: *Specific Requirements for Florida Gold Seal Vocational Scholars*

Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSV) award must meet the following initial eligibility requirements:

- Graduate from high school with a Standard Diploma;
- Earn an unrounded, weighted minimum 3.0 GPA in the non-elective high school courses;
- Take at least 3 full credits in a single Career and Technical Education program;
- Achieve the required minimum 3.5 unweighted GPA in the career education courses;
- Complete 30 hours of documented community service. Students must be a high school student (students are considered a high school student beginning in the summer before 9th grade) and complete the required paperwork, signed and approved by the high school community service designee. These hours must be completed by the date of graduation. (Students who complete the IB curriculum meet the service hour requirement through their IB curriculum.)
- Earn the following scores:
 - Postsecondary Education Readiness Test (PERT) – Reading 106, Writing 103, Math 114, *or*
 - SAT – Verbal 440, Math 440, *or*
 - ACT – Reading 19, English 17, Math 19

Award Level and Length for Florida Goal Seal Vocational Scholars

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type. Student must be initially funded within two years after high school graduation and may receive funding for up to five years from high school graduation. GSV awards may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program. Students may be funded for 100% of a program of study, up to:

- 72 hours for Technical Degree Education (AS, AAS, CCC) and Career Certificate Programs (PSAV) programs
- 60 hours for Applied Technology Degree (ATD) programs

Testing

The following are key standardized tests administered at the school or zoned school:

Florida Assessment of Student Thinking (FAST):

Students in tenth grade must pass the English Language Arts (ELA) assessment to graduate. This test is made up of text-based writing component and Reading assessment. Students who do not pass the 10th grade FAST ELA (or FSA ELA) will be placed in an intensive class until a passing score is obtained. A college ready score on the ACT or SAT can be used to supplement passage on the FAST ELA (or FSA ELA). See your school counselor for more details.

End of Course Exam (EOC):

Students entering 9th Grade in specified school years must take the following statewide, standardized EOCs (End of Exams):

- Algebra 1 beginning in 2010-2011 – Must pass to graduate
- Geometry beginning in 2011-2012
- Biology 1 beginning in 2011-2012
- US History beginning in 2011-2012

PSAT/NMSQT: (zoned school)

The Preliminary SAT (PSAT) is a valuable tool for students. Pinellas County Schools pays for all 9th and 10th students to take the PSAT in order to evaluate the skills that each student has develop in critical reading, mathematics and writing based on nationally normed data. The PSAT is an effective way for students to start getting ready for the SAT and provides personalized feedback about their academic strengths and weaknesses, which leads to stronger preparation for life beyond high school and great success in college and careers.

In addition to providing this test free of charge to all 9th and 10th grade students, we strongly encourage 11th grade students to pay the small fee to take the PSAT. This is the final opportunity to take the PSAT and it is the only year that the PSAT results are considered to qualify a student to be recognized as a National Merit Scholar, Hispanic Scholar, or Achievement Scholar. These three recognitions all award significant scholarships for eligible students who meet the criteria and complete the requirements. For more information, contact the PCS Advanced Studies office at (727) 588-6466.

ACT: (zoned school)

The ACT (American College Testing) is a college entrance exam offered six times a year. This four-part test includes timed sections on English, Social Studies, Science and Mathematics. Registration materials for the ACT are available in the guidance office and online at www.actstudent.org.

SAT: (zoned school)

The SAT (Scholastic Aptitude Test) is a college entrance exam offered seven times a year. It is composed of timed verbal and mathematical sections. The verbal section includes analogies, sentence completions and questions based on reading passages. The mathematical section includes algebra, geometry and reasoning. Registration materials for the SAT are available in the guidance office and online on www.collegeboard.com.

A.P. TEST: (zoned school or closest school where test is offered)

Students in A.P. (Advanced Placement) classes are tested each year (usually in May) to determine whether college credit is awarded.

Guidance Department

Student Services

Counselors work closely with teachers, psychologists, social workers, administrators, and other mental health professionals to best meet the needs of children and families.

- Individual/group counseling
- Anger management
- Peer mediation/life skills training
- Alcoholism/substance abuse awareness
- Intervention support groups
- Hospice services
- Academic coaching
- Psychological evaluation
- Social work services

Academic Advising is an integral part of the school setting. School counselors prepare students for the future by providing them with many opportunities to achieve individual success while enrolled in high school.

- Meeting graduation requirements
- College and university admissions procedures
- Academic tutoring
- Developing effective study skills
- Financial aid and scholarship information
- Dropout prevention services
- Exploring career choices
- Preparing leaders for the 21st century
- Interpretation of student testing and academic records

Registration:

When meeting with your counselor to plan your schedule, we kindly ask that you keep the following in mind:

- Registration begins during the second semester.
- Discuss course selections with your teachers and parents.
- Choose electives wisely when completing your registration form.

Schedule Corrections:

Schedule corrections will be made for the following reasons:

1. Student does not meet requirements for course.
2. Another course is required for graduation or college admission.
3. Already have credit for the course.

NO corrections will be made for the following reasons:

1. Change of mind about courses selected at registration.
2. Personal opinion as to difficulty of the course.
3. Preference for a teacher.
4. Concern that course will negatively affect GPA.

Planning for Success

One of the most important things about applying for school is planning ahead. This timeline offers some ideas that can help prepare you for your future. Remember, it's never too early to start!

9th Grade

- ✓ Plan all your high school courses with your career goal in mind using Future Plans.
- ✓ Keep in mind that your grades from 9th grade forward affect your overall high school GPA.
- ✓ Participate in school or community extracurricular activities.
- ✓ Discuss a college or post-secondary savings plan with your parents.
- ✓ Websites recommended to review are floridashines.org and connectedu.net.
- ✓ Take the PSAT and sign up for Khan Academy.

10th Grade

- ✓ Enroll in courses appropriate for your career goal.
- ✓ Start looking into general post-secondary opportunities, including prerequisite courses and GPA standards.
- ✓ Complete Future Plans.
- ✓ Continue involvement in volunteer activities and pursue leadership roles in them.
- ✓ Participate in summer programs or a job/internship that has relevance to your career choice.
- ✓ Continue to develop an educational savings plan and discuss college costs with your family.
- ✓ Take the PSAT and sign up for Khan Academy (if not completed in ninth grade).

11th Grade

- ✓ Continue to take career prep and college prep courses.
- ✓ Work on maintaining a GPA that is 2.0 or higher for graduation purposes.
- ✓ Focus on your career goals and the training necessary to achieve them. Review your Future Plan.
- ✓ Make a list of the things important to you in a college (i.e. campus size, location, costs, on-campus housing, major, sports, etc.). Use the criteria to conduct school searches on the Web. ✓ Maintain and modify list of potential technical post-secondary colleges and universities.
- ✓ Attend college fairs, make appointments with visiting school reps, and discuss your options with family.
- ✓ Conduct an in-depth college or technical post-secondary school information search, including each school's application process and requirements, tuition, fees, room & board, activities, course offerings available, faculty, accreditation, and facilities.
- ✓ Narrow school choices to your top three to five schools and plan campus visits during the summer.
- ✓ Register and take the PSAT in October. Take the ACT and SAT.

12th Grade Senior Year - Next Steps

ALL SENIORS SHOULD: Review your credit check to make sure you have 17 credits before you start your senior year and, if not, complete credit recovery at your zoned school.

PTC (Pinellas Technical College)

- ✓ Take the TABE test, each program has a cut-off score.
- ✓ Complete an application for PTC.
- ✓ Talk to a representative in the cafeteria on designated days.
- ✓ Take the ACT and/or SAT for Bright Futures. PERT scores can be used for the Gold Seal Vocational Scholarship.

TWO-YEAR COMMUNITY COLLEGE

- ✓ Register for the next ACT or SAT or take the PERT at SPC if you have not already done so.

- ✓ Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- ✓ Complete the Pinellas Education Foundation scholarship application.
- ✓ Complete hours of pre-approved community service for the Bright Futures Scholarship (Bright Futures scholarships cannot be used for remedial courses.)

FOUR-YEAR UNIVERSITY

- ✓ Narrow down school application choices. You can use Naviance.
- ✓ Register for the SAT or ACT if you have not taken either one.
- ✓ Communicate your plans with your counselor.
- ✓ Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- ✓ Attend a College Night - SPC scheduled in October.
- ✓ Attend the district's Financial Aid Workshop.
- ✓ Complete FAFSA (Free Application for Federal Student Aid) as soon after October 1st as possible.
- ✓ Complete the Pinellas Education Foundation online form and apply for all scholarships available.
- ✓ Request transcripts by completing a transcript request form. Transcripts are free; students can be charged \$2 for official copies. If you are applying to a private school, you will need to request an application directly from them and include an official transcript with your application packet.
- ✓ Complete hours of pre-approved community service for the Bright Futures Scholarship (Bright Futures scholarships cannot be used for remedial courses.)

Six Online Courses

Pinellas Virtual High School full-time schedule consist of 6 online courses per semester. Each course should take students approximately one hour per day. Under a six-course schedule, students may earn three (3) credits each semester (0.5 for each course) for a total of six (6) credits per year – assuming a student passes all courses.

One credit course will be year-long and are completed in two semesters (August until May – earning a full [1] credit).

Half-credit courses are one semester (August until December or December until May and earn one-half [1/2] credit).

Grading on a six-course schedule

Students will earn credits each semester. They receive ½ credit for each course per semester for each passing grade. Grades are posted at the end of each semester (18 weeks). All grades are posted in the online course portal and get entered in Focus once the course is 100% complete.

Exams

The purpose of the final exam is to assist in validating that students have demonstrated mastery of key course concepts and standards. Students are required to take and pass a final exam in all PVS courses to be eligible for course credit.

PVS may, at its discretion, require a proctored segment exam for any student on a situational basis. Academic Integrity proctored exams must be successfully passed (grade 59.5% or higher) for a student to be eligible for course credit.

Sample Student Schedule

Grade 10 Student

Total credits – 6

First Semester	Second Semester
English 2	English 2
Chemistry 1	Chemistry 1
World History	World History
Geometry	Geometry
Spanish 2	Spanish 2
Digital Art	Digital Art

Language Arts

Standard Course Sequence	
9 th	English 1 or Honors
10 th	English 2 or Honors
11 th	English 3 or Honors
12 th	English 4 or Honors
College Prep Sequence	
9 th	English 1 Honors
10 th	English 2 Honors
11 th	AP English Language and Composition
12 th	AP English Literature or Dual Enrollment Comp 1 and Comp 2

AP Options

Advanced Placement English: Language and Composition

Grade Level: 11

Prerequisite: English 2 Honors Full Year-Credit

Students are required to take the Advance Placement examination. This course satisfies the English 3 requirement.

Advanced Placement English: Literature and Composition

Grade Level: 12

Prerequisite: English 3 Honors or AP English: Lang and Comp

Students are required to take the Advance Placement examination. This course substitutes for the English 4 requirement.

Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

English 1*
Course Number: 1001310
Grade Level: 9
Length: 2 semesters/1 year
Prerequisite: M/J Language Arts 3 (any level)
Credit: 1
<p>This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.</p> <p>The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.</p>

English 1 Honors (Q)*
Course Number: 1001320
Grade Level: 9
Length: 2 semesters/1 year
Prerequisite: M/J Language Arts 3 or M/J Language Arts 3 Advanced
Credit: 1
<p>This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.</p> <p>The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.</p>

English 2*
Course Number: 1001340
Grade Level: 9 - 10
Length: 2 semesters/1 year
Prerequisite: English 1 (any level)
Credit: 1
<p>This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.</p> <p>The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.</p>

English 2 Honors (Q)*
Course Number: 1001350
Grade Level: 9 - 10
Length: 2 semesters/1 year
Prerequisite: English 1 or English 1 Honors
Credit: 1
<p>This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.</p> <p>The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.</p>

English 3*
Course Number: 1001370
Grade Level: 10 - 11
Length: 2 semesters/1 year
Prerequisite: English 2 (any level)
Credit: 1
<p>This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.</p> <p>The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.</p>

English 3 Honors (Q)*
Course Number: 1001380
Grade Level: 10 - 11
Length: 2 semesters/1 year
Prerequisite: English 2 or English 2 Honors
Credit: 1
<p>This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.</p>

English 4*
Course Number: 1001400
Grade Level: 11 - 12
Length: 2 semesters/1 year
Prerequisite: English 3 (any level)
Credit: 1
<p>This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.</p> <p>The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.</p>

English 4 Honors (Q)*
Course Number: 1001410
Grade Level: 11 - 12
Length: 2 semesters/1 year
Prerequisite: English 3 or English 3 Honors
Credit: 1
<p>This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.</p> <p>The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.</p>

Advanced Placement English Language and Composition (Q)*
Course Number: 1001420
Grade Level: 11 - 12
Length: 2 semesters/1 year
Prerequisite: English 2 Honors
Credit: 1
The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

Advanced Placement English: Literature and Composition (Q)*
Course Number: 1001430
Grade Level: 12 (in some cases, grade 11)
Length: 2 semesters/1 year
Prerequisite: English 3 Honors or AP English Language and Composition
Credit: 1
The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Language Arts Elective Courses

Journalism 1**
Course Number: 1006300
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: None
Credit: 1
The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Social Media
Course Number: 1006375
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: None
Credit: 0.5
The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

Intensive Reading 1-4
Course Number: Grade 9: 1000412 Grade 10: 1000414 Grade 11: 1000416 Grade 12: 1000418
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
<p>Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.</p> <p>Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.</p>

Explanation of Symbols	
Symbol	Explanation
*	Course meets English graduation requirement
**	Practical Arts Courses meet the Arts High School Graduation Requirement for students who entered their first year of high school in the 2007-2008 school year and subsequent years due to the statutory changes in the revised high school graduation section of the statute

Mathematics

Students will be placed in their math classes according to FAST, PSAT, SAT, ACT results and grades through Algebra 2.

Teachers will recommend courses beyond that level.

AP Options

Advanced Placement Statistics

Course Number: 1210320

Grade Level: 11 – 12

Length: 1 year

Prerequisite: One full credit in Algebra 2

Credit: 1

Students are required to take the Advance Placement examination.

Per district procedures, students enrolled in a full year AP course are required to take the Advanced Placement examination in the spring. Students enrolled in a semester AP course will take the Advance Placement examination in the fall.

Please note: Since math is a sequential subject, course prerequisites must be satisfied. In many instances, students are scheduled for math courses too early in the school year to determine whether they have fulfilled all necessary prerequisites for a math course. If it is determined at a later date that a student has not satisfied all prerequisites for a math course, the student will be rescheduled from that course to a more appropriate one.

Algebra 1A*
Course Number: 1200370
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
This course is the first half of the algebraic content for the algebra one program. Topics shall include, but not be limited to, the real number system with emphasis on rational and irrational numbers, sets, variables, algebraic expressions, patterns, relations and functions, solutions to linear equations and inequalities, rates, ratios, proportions, coordinate geometry, graphs, Venn diagrams, real-world problems, problem solving strategies, and literacy strategies.

Algebra 1*
Course Number: 1200310 EOC
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the algebra skills needed to solve real-world and mathematical problems. Topics shall include, but not be limited to, sets, ratios, proportions, radical expressions, variables, the real number system, equations and inequalities, graphs, systems of linear equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, quadratic equations, Venn diagrams, coordinate geometry, problem solving strategies, and literacy strategies. Grades are assigned through completion of course work. Credit is received by obtaining an achievement level of 3, 4, or 5 on the Algebra EOC.

Algebra 1 Honors (Q)*
Course Number: 1200320 EOC
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the algebra skills needed to solve real-world and mathematical problems. Topics shall include, but not be limited to, sets, ratios, proportions, radical expressions, variables, the real number system, equations and inequalities, graphs, systems of linear equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, quadratic equations, Venn diagrams, coordinate geometry, problem solving strategies, and literacy strategies. Grades are assigned through completion of course work. Credit is received by obtaining an achievement level of 3, 4, or 5 on the Algebra EOC.

Geometry*
Course Number: 1206310 EOC
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: Completion of the Algebra 1 course or equivalent; One full credit of the Algebra 1 course or completion of an Algebra 1 or equivalent course with a passing grade.
Credit: 1
The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, spheres, trigonometric ratios, problem solving strategies and literacy strategies.

Geometry Honors(Q)*
Course Number: 1206320
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: One Algebra 1 credit of level 4 or 5 and a passing grade in Algebra 1 Honors or one full credit in Algebra 1 or Algebra 1 Honors
Credit: 1
The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, spheres, trigonometric ratios, problem solving strategies and literacy strategies.

Algebra 2*
Course Number: 1200330
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: One credit in Algebra 1 or equivalent
Credit: 1
The purpose of this course is to continue the study of the structure of algebra and to apply these skills to fields such as science, social science, statistics, and health-related fields. Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, rational expressions and equations, absolute value, direct, inverse, and joint variation, arithmetic and geometric sequences and series, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomials, problem solving strategies and literacy strategies.

Algebra 2 Honors (Q)*
Course Number: 1200330
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: One credit in Algebra 1 Honors
Credit: 1
The purpose of this course is to continue the study of the structure of algebra and to apply these skills to fields such as science, social science, statistics, and health-related fields. Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, rational expressions and equations, absolute value, direct, inverse and joint variation, arithmetic and geometric sequences and series, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomials, problem solving strategies and literacy strategies.

Math for College Algebra*
Course Number: 1200710
Grade Level: 10 - 12
Length: 2 semesters/1 Year
Prerequisite: One credit in Algebra 2 or higher
Credit: 1
In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

Math for College Liberal Arts*
Course Number: 1207350
Grade Level: 10 - 12
Length: 2 semesters/1 Year
Prerequisite: One credit in Geometry or higher
Credit: 1
In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

Math for Data and Financial Literacy*
Course Number: 1207350
Grade Level: 10 - 12
Length: 2 semesters/1 Year
Prerequisite: One credit in Geometry or higher
Credit: 1
In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

Probability and Statistics (Q)*
Course Number: 1210300
Grade Level: 10 - 12
Length: 2 semesters/1 Year
Prerequisite: One full credit in Algebra 2
Credit: 1
In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.
<i>All clarifications stated, whether general or specific to Probability and Statistics Honors, are expectations for instruction of that benchmark.</i>
Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Pre-Calculus Honors (Q)*
Course Number: 1202340
Grade Level: 10 - 12
Length: 2 semesters/1 Year
Prerequisite: One full credit in Algebra 2
Credit: 1
The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, trigonometric/circular functions, arithmetic and geometric series, concept of limits, vectors, conic sections, polar coordinate systems, mathematical induction, parametric equations, complex numbers, real-world applications, problem solving strategies and literacy strategies.

Calculus Honors (Q)*
Course Number: 1202300
Grade Level: 10 - 12
Length: 2 semesters/1 Year
Prerequisite: One full credit in Pre-Calculus
Credit: 1
<p>In Calculus Honors, instructional time will emphasize four areas: (1) developing understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.</p> <p><i>All clarifications stated whether general or specific to Calculus Honors, are expectations for instruction of that benchmark.</i></p> <p>Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.</p>

Explanation of Symbols	
Symbol	Explanation
*	Course meets Mathematics graduation requirement

Advanced Placement Statistics (Q)*
Course Number: 1210320
Grade Level: 11 - 12
Length: 2 semesters/1 Year
Prerequisite: One full credit in Algebra 2
Credit: 1
<p>The purpose of this course is to provide study in exploratory data, planning a study, anticipating patterns in advance, and statistical inference. Topics shall include, but not be limited it, graphical displays, summaries, and comparisons of distributions of univariate data, bivariate data and categorical data, overview methods of data collection, planning and conducting surveys and experiments, anticipating patterns using probability simulation, and confirming models through statistical inference. Credit in this course precludes credit in Probability and Statistics with Applications. Note: <i>Students are required to take the AP examination.</i></p>

Science

Standard Course Sequence	
9 th	Biology 1
10 th	Earth Space Science/Environmental Science
11 th	Chemistry 1/Forensic Science
12 th	Physics I Honors Anatomy & Physiology Honors Marine Science 1 Honors
College Prep Sequence	
9 th	Biology 1 or Biology Honors
10 th	Chemistry 1 or Chemistry 1 Honors
11 th /12 th	Physics 1 Honors Marine Science 1 Honors Anatomy & Physiology Honors AP Biology

AP Options

Advanced Placement Biology

Course Number: 2000340

Grade Level: 9-12

Length: 1 year

Prerequisite: Biology and chemistry with a recommended average grade of C or better in biology

Credit: 1

Students are required to take the Advance Placement examination.

Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

What are the science credit requirements for a student who enters grade 9 in 2013-2014 and subsequent years?

Three credits to include:

1. One credit in Biology 1 or a series of courses equivalent to Biology 1 earned by passing the Biology EOC Assessment
2. Two Equally Rigorous Courses

Course NOT equally rigorous change to elective credit for 9th graders entering 2013 and thereafter.

Possible scenario for advanced students entering 9th grade: students may have taken and passed Biology EOC prior to entering HS. If student passed, student still needs 3 equally rigorous science credits.

Earth/Space Science*
Course Number: 2001310
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
This course provides opportunities for the student to develop concepts basic to the earth, including its materials, processes, history, and environment in space. Topics such as the origin of the universe and solar system, life cycle of stars, formation of rocks, landforms, plate tectonics, glaciers, meteorology, and geologic periods are included.

Earth/Space Science Honors (Q)*
Course Number: 2001320
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
This course provides opportunities for the student to develop concepts basic to the earth, including its materials, processes, history, and environment in space. Topics such as the origin of the universe and solar system, life cycle of stars, formation of rocks, landforms, plate tectonics, glaciers, meteorology, and geologic periods are included.

Biology*
Course Number: 2000310
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
This course focuses on the study of life through the examination of fundamental concepts such as cellular biology, genetics, ecology, evolution, and physiology. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines. Students learn scientific writing skills and also examine current biological issues. Students are required to take the state Biology End-of-Course Exam.

Biology Honors (Q)*
Course Number: 2000320
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: Advanced 8 th Grade Science with recommendation grade of C or higher
Credit: 1
This advanced course will cover essentially the same topics as regular biology, but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher, and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Students are required to take the state Biology End-of-Course Exam.

Anatomy and Physiology*
Course Number: 2000350
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: Biology 1 or 1H
Credit: 1
This course will cover essentially the same topics as regular anatomy and physiology but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher, and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests.

Anatomy and Physiology Honors (Q)*
Course Number: 2000360
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: Biology 1 or 1H
Credit: 1

This advanced course will cover essentially the same topics as regular anatomy and physiology but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher, and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests.

Marine Science*

Course Number: 2002500

Grade Level: 9 - 12

Length: 2 semesters/1 Year

Prerequisite: Biology 1 & Concurrent Chemistry

Credit: 1

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science Honors (Q)*

Course Number: 2002510

Grade Level: 9 - 12

Length: 2 semesters/1 Year

Prerequisite: Biology 1 & Concurrent Chemistry

Credit: 1

This advanced course will cover essentially the same topics as regular Marine Science 1, but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher, and more reading will be required.

Chemistry 1*

Course Number: 2003340

Grade Level: 9 - 12

Length: 2 semesters/1 Year

Prerequisite: Algebra 1

Credit: 1

This course will provide students with the study of the composition, properties, and changes associated with matter. Topics such as atomic theory, periodic table, bonding, chemical formulas, behavior of gases, and chemical reactions are included.

Chemistry 1 Honors (Q)*

Course Number: 2003350

Grade Level: 9 - 12

Length: 2 semesters/1 Year

Prerequisite: Algebra 1

Credit: 1

This course will provide students with a rigorous study of the composition, properties, and changes associated with matter. Topics include heat, atomic structure, mole concept, reaction rates and equilibrium, solutions, and electrochemistry.

AP Biology (Q)*

Course Number: 2000340

Grade Level: 9 - 12

Length: 2 semesters/1 Year

Prerequisite: Biology and Chemistry

Credit: 1

The purpose of this course is to provide a college level course in biology, and to prepare the student to seek credit and/or appropriate placement in college biology courses. To parallel college science courses that have a required laboratory section. Note: *Students are required to take the AP examination.*

Environmental Science*
Course Number: 2001340
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Environmental Science Honors (Q)*
Course Number: 2001341
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Forensic Science 1*
Course Number: 2002480
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
<p>Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).</p>

Explanation of Symbols	
Symbol	Explanation
*	Course meets Science graduation requirement

Social Studies

Standard Course Sequence	
9 th	
10 th	World History
11 th	US History
12 th	US Government Economics
College Prep Sequence	
9 th	AP Human Geography
10 th	World History Honors
11 th	US History Honors AP US History
12 th	Economics Honors AP Macroeconomics US Government Honors

AP Options

Advanced Placement United States History

Course Number: 2100330

Grade Level: 9-12

Length: 1 year

Prerequisite: None

Credit: 1

Advanced Placement Psychology

Course Number: 2107350

Grade Level: 9-12

Length: 1 year

Prerequisite: Recommended: Psychology 1

Credit: 1

Advanced Placement Human Geography

Course Number: 2103400

Grade Level: 9-12

Length: 1 year

Prerequisite: None

Credit: 1

Advanced Placement Macroeconomics

Course Number: 2102370

Grade Level: 9-12

Length: 1 semester

Prerequisite: None

Credit: 1

Students are required to take the Advance Placement examination.

Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

World History*
Course Number: 2109310
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

World History Honors (Q)*
Course Number: 2109320
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

United States History*
Course Number: 2100310
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

United States History Honors (Q)*
Course Number: 2100320
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
Students examine the development of the United States from the Reconstruction period to the current time within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings. Students in an honors class will study and analyze primary source documents, write document-based question essays, and incorporate additional reading and current events.

Advanced Placement United States History (Q)*
Course Number: 2100330
Grade Level: 9 - 12
Length: 2 semesters/1 Year
Prerequisite: None
Credit: 1
Students analyze the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Note: <i>Students are required to take the AP examination.</i>

Economics*
Course Number: 2102310
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: Algebra 1
Credit: .5
The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Economics Honors (Q)*
Course Number: 2102320
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: Algebra 1
Credit: .5
The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

Advanced Placement Macroeconomics (Q)*
Course Number: 2102370
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: Algebra 1
Credit: .5
AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. Note: <i>Students are required to take the AP examination.</i>

Social Studies Elective Courses

Advanced Placement Human Geography (Q)
Course Number: 2102370
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: None
Credit: 1
The purpose of this course is to prepare students to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and how they change over time. Note: <i>Students are required to take the AP examination.</i>

Psychology
Course Number: 2107300
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: None
Credit: 0.5
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

Advanced Placement Psychology (Q)
Course Number: 2107350
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: Psychology 1
Credit: 1
Analyze human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. Note: <i>Students are required to take the AP examination.</i>

Law Studies
Course Number: 2106350
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: None
Credit: 0.5
The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family, and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Personal Financial Literacy
Course Number: 2102372
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: Algebra 1
Credit: 0.5
This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.
The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Personal Financial Literacy Honors (Q)
Course Number: 2102374
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: Algebra 1
Credit: 0.5
<p>This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.</p> <p>The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.</p>

Explanation of Symbols	
Symbol	Explanation
*	Course meets Social Studies graduation requirement

World Languages

NGSSS for World Languages Communication Standards Interpretive Listening and Reading, Interpersonal Communication, Presentation Speaking and Writing and Intercultural Standards.

Language Arts CC Standards for Reading, Writing, Speaking and Listening, Key Ideas and Details, Comprehension and Collaboration, Presentation of Knowledge and Ideas, Text Types and Purposes.

Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. As a result of their language study, students gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own. The standards and benchmarks for these courses are aligned with the expected levels of language proficiency rather than grade levels.

Spanish 1
Course Number: 0708340
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: None
Credit: 1
Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. Students are expected to demonstrate proficiency at the Novice-low to Novice-high level by the end of this course.

Spanish 2
Course Number: 0708350
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: Spanish 1 or equivalent
Credit: 1
Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language speaking people is continued. Students are expected to demonstrate proficiency at the Intermediate-low to Intermediate-mid level by the end of this course.

Spanish 3 Honors (Q)
Course Number: 0708360
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: Spanish 2 or equivalent
Credit: 1
Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansion of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities that are important to the everyday life of the target language-speaking people. Students are expected to demonstrate proficiency at the Intermediate-high to Advanced-low level by the end of this course.

Physical Education

Student who entered 9th grade prior to 2007-2008 are required to earn a half credit in Personal Fitness and a half credit in a physical education activity course. Marching band, JROTC, and interscholastic sports waivers may be applied to part or all of this requirement for qualifying students. Students entering 9th grade in 2007-2008 and after are no longer required to complete the personal fitness and/or the PE activity course requirements. They will be required to complete a new one-credit physical education course. See the HOPE course below. (NOTE: The marching band waiver will not apply to this PE requirement. Students may obtain an athletic waiver or JROTC waiver by meeting specific criteria shown in Board Policy 5.13.

Health Opportunities through Physical Education (HOPE)*
Course Number: 3026010
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: None
Credit: 1
The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will alternate between learning principals and background information in a classroom setting and applying that knowledge during physically activity. Content to include understanding the impact of personal health behaviors on body systems. Develop and implement an individual nutrition and wellness plan. Demonstrate knowledge of depression, suicide prevention, and stress management skills. Apply knowledge and skills for safety, injury, and disease prevention. Utilize technology to facilitate health and personal fitness. Apply effective communication skills to enhance interpersonal relationships, refusal skills and decision making to promote teamwork, sportsmanship, and cultural diversity. Demonstrate the ability to make positive decisions regarding wellness. Advocate for personal, family and/or community health and fitness promotion. Analyze the influence of culture, media, technology, and other factors on health.

Outdoor Education
Course Number: 1052480
Grade Level: 9 - 12
Length: 1 segment
Prerequisite: None
Credit: 0.5
As students' progress through this course, they will participate in a variety of outdoor physical activities and journal about those activities. While participating in outdoor physical activities, students will develop an understanding of the benefits of physical activity and how it relates to a healthy lifestyle. Through the completion of coursework and outdoor experience, students will learn respect for wildlife and their habitat while focusing on safety.
The Outdoor Education course offers two unique opportunities. One unique opportunity is earning a Florida Boating Safety Education ID Card by successfully completing the boating coursework. The second unique opportunity is earning the right to enter a Florida Fish and Wildlife Conservation Commission Field Day event upon successfully completing the hunting coursework.

Personal Fitness
Course Number: 1501300
Grade Level: 9 - 12
Length: 1 segment
Prerequisite: None
Credit: 0.5
The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. This course provides elective credit.

Explanation of Symbols	
Symbol	Explanation
*	Course meets PE and Health graduation requirement

Drivers Education

Driver Education - Classroom
Course Number: 1900300
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: Must be at least 14 and a half years old
Credit: 0.5
<p>The purpose of this classroom course is to introduce students to Florida driving laws/rules of the road and safe driving behavior. It will also provide an in-depth study of the contributing factors to vehicle crashes and their solutions. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• Meaning and responsibilities of a Driver License• Laws that govern the operation of a motor vehicle• Knowledge of Florida's Graduated Driver Licensing (GDL) laws• Vehicle control and traffic procedures• Knowledge of sharing the road with other types of vehicles and vulnerable road users• Defensive driving strategies• Physical and mental factors that affect driving ability• Effects of alcohol and other drugs on driving performance

Art/Drama

Digital Art Imaging 1*
Course Number: 0108370
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: None
Credit: 1
Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Theatre, Cinema and Film Production*
Course Number: 0108370
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: None
Credit: 1
In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

Explanation of Symbols	
Symbol	Explanation
*	Course meets Fine Arts graduation requirement

Career Technical Education

Advanced Placement Computer Science A (Q)
Course Number: 0200320
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: Algebra 1, Algebra 2 recommended
Credit: 1
This course follows the course description and covers the content specified by the College Board. Specified language is JAVA. Note: <i>Students are required to take the AP examination.</i>

Digital Information Technology
Course Number: 8207310
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: None
Credit: 1
This innovative course provides you with the foundational skills needed for future careers in a variety of technological fields. You'll explore emerging technologies, digital design, Microsoft Office online applications, and much more! You'll assess your strengths and learn how they relate to potential career opportunities. This course provides elective credit, fulfills the character education and practical art requirement for high school graduation, and serves as a prerequisite to many exciting Career and Technical Education courses.

Electives

Career Research and Decision Making
Course Number: 1700380
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: None
Credit: 0.5
<p>The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • goal-setting and decision-making processes • self-assessment • sources of career information • occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews • financial planning and sources of educational financial assistance • career planning

Leadership Skills Development
Course Number: 2400300
Grade Level: 9 - 12
Length: 2 semesters/1 year
Prerequisite: None
Credit: 1
<p>The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • study in self-understanding • development in such areas as goal setting, self-actualization, and assertiveness • study of organizational theories and management

Parenting Skills
Course Number: 8500300
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: None
Credit: 0.5
<p>The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and to understand the dual roles of males and females as parents and wage earners. This course will also enhance their abilities to assist children to become effective citizens in a multicultural and technological society.</p>

Peer Counseling 1
Course Number: 1400300
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: None
Credit: 0.5
<p>The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.</p> <p>The content should include the following:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention). • Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others. • Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity) and the ways in which they can be met while developing group cohesion. • Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response). • Identify own feelings and needs and communicate them in a positive way. • Demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive). • Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement) • Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Peer Counseling 2
Course Number: 1400310
Grade Level: 9 - 12
Length: 1 semester
Prerequisite: None
Credit: 0.5
<p>The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.</p> <p>The content should include the following:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the functions and responsibilities of peer facilitators (listening, team building, confidentiality, conflict resolution, and intervention). • Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others. • Demonstrate understanding of the impact of self-knowledge and interpersonal skills on relationships with peers and family. • Demonstrate knowledge of the positive and negative impacts of peer pressure on oneself and on relationships with peers and family. • Demonstrate use of intermediate-level facilitative communication skills (listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response). • Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Life Management Skills
Course Number: 0800300
Grade Level: 9 - 12
Length: 1 segment
Prerequisite: None
Credit: 0.5
The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

Exceptional Student Education (ESE)

The Exceptional Student Education (ESE) Department provides services to students who have been identified and placed as eligible for this service. Students participating in this program have an Individual Educational Plan (IEP) that outlines the support and services the student requires in order to achieve success in school. Students pursuing a Standard High School Diploma will be required to take all of the courses and meet all of the academic requirements for graduation from high school. Students are supported with specialized instruction such as ESE Learning Strategies class. In addition, ESE teachers provide support facilitation within the students' general education classes for the purpose of providing academic support and to monitor progress.