# TARPON SPRINGS HIGH SCHOOL

# CURRICULUM GUIDE 2024-2025

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# TARPON SPRINGS HIGH SCHOOL

**2024-2025 10th-12th Grade Course Request Sheet**

**Student First & Last Name:**_____ **Current Grade Level:** _____

**Academy Program:** _____ **Diploma Designation Pathway (Circle One):** **Advanced Scholar** **Scholar** **Merit**

## Circle your core class choices in each subject area box below for your upcoming grade level.

*All core subject classes will be reviewed/adjusted based upon current academic performance and assessment projections.

| 10th Grade | | | |
|---|---|---|---|
| **English** | **Mathematics** | **Science** | **Social Studies** |
| **AICE General Paper**<br>**AICE English Lang.**<br>English 2 Honors | **AP Pre-Calculus**<br>Pre-AICE Math 3<br>Algebra 2<br>Pre-AICE Math 2<br>Geometry<br>Algebra 1 | Pre-AICE Biology<br>Pre-AICE Chemistry<br>Chemistry<br>Earth/Space Science<br>Environmental Science | Pre-AICE World History<br>**AICE US History**<br>US History |

| 11th Grade | | | |
|---|---|---|---|
| **English** | **Mathematics** | **Science** | **Social Studies** |
| **AICE General Paper**<br>**AICE English Lang.**<br>**AICE English Lit.**<br>English 3 | **DE Intermediate Algebra**<br>**AP Statistics**<br>**AP Calculus AB**<br>**AP Pre-Calculus**<br>Math for Data & Fin. Literacy<br>Math for College Liberal Arts<br>Pre-AICE Math 3<br>Algebra 2<br>Pre-AICE Math 2<br>Geometry | **AICE Biology**<br>**AICE Physics**<br>**AICE Environmental Mgmt**<br>**AICE Marine Science**<br>Chemistry<br>Earth/Space Science<br>Environmental Science | **AICE US History**<br>US History<br>**AICE Economics** |

| 12th Grade | | | |
|---|---|---|---|
| **English** | **Mathematics** | **Science** | **Social Studies** |
| **AICE General Paper**<br>**AICE English Lang.**<br>**AICE English Lit.**<br>English 4 | **DE Intermediate Algebra**<br>**AP Statistics**<br>**AP Calculus AB**<br>**AP Pre-Calculus**<br>Math for Data & Fin. Literacy<br>Math for College Liberal Arts<br>Algebra 2 | **AICE Biology**<br>**AICE Physics**<br>**AICE Environmental Mgmt**<br>**AICE Marine Science**<br>Chemistry<br>Earth/Space Science<br>Environmental Science | **AICE Economics**<br>**AP US Government**<br>Economics Honors<br>(0.5 Credits)<br>US Government Honors<br>(0.5 Credits)<br>Economics (0.5 Credits)<br>US Government (0.5 Credits) |

**Bold** Classes provide students the opportunity to earn college credit, industry certification, or technical school credit.

Download PDF

**Please scan QR Code to see Course Descriptions and Registration Guide.**

**Student Signature:**

_____

**Parent Signature:**

_____

# Elective Choices (please number in preferential order from 1-6):

| # | Course | Credit |
|---|---|---|
| | ***College and Career Readiness Electives*** | |
| | AVID 2, 3, 4 (requires Honors/College Level classes concurrently) | 1.0 |
| | **Digital Information Technology** | 1.0 |
| | **The College Experience (SLS 1101) (Dual Enrollment)** | 0.5 |
| | **Intermediate Algebra (MAT 1033) (Dual Enrollment)** | 0.5 |
| | **AP Human Geography** | 1.0 |
| | **AP Computer Science Principles** | 1.0 |
| | Personal Financial Literacy ^ | 0.5 |
| | Nutrition & Wellness | 0.5 |
| | Principles of Food Prep | 0.5 |
| | Blueprint for Professional Success | 1.0 |
| | Senior Survival (12th Grade Only) | 1.0 |
| | | |
| | ***Early Childhood Academy Electives*** | |
| | Early Childhood Education 1 | 1.0 |
| | **Child Care Worker** | 1.0 |
| | **Teacher Aide (Preschool)** | 1.0 |
| | **Preschool Teacher** | 1.0 |
| | | |
| | ***Veterinary Science Academy Electives*** **Must apply to Magnet Program* | |
| | Veterinary Assistance 2 | 1.0 |
| | Veterinary Assistance 3 & 4 *Double Block | 2.0* |
| | Vet 3/**Adv. Con. Agri/Agri Food Nat. Res.** *Double Block | 2.0* |
| | | |
| | ***Culinary Arts Academy Electives*** **Must apply to Magnet Program* | |
| | Culinary Arts 2/Hospitality & Tourism *Double Block | 2.0* |
| | **Cook – Restaurant** *Double Block | 2.0* |
| | **Chef/Head Cook** *Double Block | 2.0* |
| | | |
| | ***Leadership Conservatory of the Arts Electives*** **Must apply to Magnet Program* | |
| | Leadership Skills Development | 1.0 |
| | Music Theory/Music Tech. & Sound Eng. 1 | 1.0 |
| | **AP Music Theory** | 1.0 |
| | ***AICE Music***** | 1.0 |
| | | |
| | **Dance/Color Guard** | |
| | Eurhythmics 1,2,3,4/Dance Rep. 1,2,3,4 *Double Block | 2.0* |
| | Dance Techniques 1, 2, 3, 4 | 1.0 |
| | | |
| | **Band** (CIRCLE ONE) Brass WW Perc. | |
| | Band 4/Instrument Tech. 3 *Double Block | 2.0* |
| | Band 5/Instrument Tech. 4 Hon. *Double Block | 2.0* |
| | Band 6/Instrument Ens. 4 Hon *Double Block | 2.0* |
| | Jazz Ensemble (MUST audition) | 1.0 |
| | Music Ensemble 1, 2, 3, 4 (practice period) | 1.0 |
| | | |
| | **Orchestra** | |
| | Orchestra 1, 2, 3, 4 | 1.0 |
| | | |
| | **Choral/Musical Theater** | |
| | Chorus 1 | 1.0 |
| | Sophisticated Ladies (MUST audition) | 1.0 |
| | Syndicated Sound (MUST audition) *Double Block | 2.0* |
| | Musical Theatre 1, 2, 3 | 1.0 |
| | ***AICE Drama***** | 1.0 |

**Bold courses provide students the opportunity to earn college credit, industry certification, or technical school credit.**

^ Denotes Graduation Requirement Class (1 Fine Art/Career Tech/Practical Art Class, HOPE, and Personal Financial Literacy)

| # | Course | Credit |
|---|---|---|
| | ***Dual Enrollment Classes through SPC available at TSHS*** | |
| | **The College Experience (SLS 1101)** | 0.5 |
| | ***Intermediate Algebra (MAT 1033)***** | 0.5 |
| | | |
| | ***Cambridge Electives*** | |
| | **AICE Global Perspectives & Research** | 1.0 |
| | **AICE Media Studies AS & AL** | 1.0 |
| | **AICE Psychology AS & AL** | 1.0 |
| | ***AICE Thinking Skills***** | 1.0 |
| | ***AICE Classical Studies***** | 1.0 |
| | | |
| | ***Business Academy of Technology & Entrepreneurial Studies*** | |
| | **Digital Information Technology (Must take first before picking an option below)** | 1.0 |
| | **Digital Design 1, 2, 3, 4** | 1.0 |
| | Legal Aspects of Business | 1.0 |
| | Business Entrepreneurial Studies | 1.0 |
| | Sports & Entertainment Marketing Essentials | 1.0 |
| | | |
| | ***Media/Journalism Electives*** | |
| | **AICE Media Studies AS & AL** | 1.0 |
| | Journalism 1 | 1.0 |
| | TV Production Technology 1, 2 | 1.0 |
| | | |
| | ***Fine Art Electives ^*** | |
| | **AP 2-D Art & Design** | 1.0 |
| | **AP Art History** | 1.0 |
| | 2-D Studio Art 1, 2, 3 | 1.0 |
| | 3-D Studio Art 1, 2, 3 | 1.0 |
| | Creative Photography 1, 2, 3 | 1.0 |
| | Guitar 1 | 1.0 |
| | | |
| | ***Foreign Language*** | |
| | ***AICE Spanish Language AS***** | 1.0 |
| | Spanish 1, 2, 3, 4 | 1.0 |
| | Greek 1, 2, 3, 4 | 1.0 |
| | French 1 | 1.0 |
| | | |
| | ***Physical Education Electives*** | |
| | HOPE ^ | 1.0 |
| | Weight Training 1, 2, 3 | 0.5 |
| | Driver Education/Traffic Safety | 0.5 |
| | Power Weight Training 1, 2 | 0.5 |
| | Basketball 1, 2 | 0.5 |
| | Volleyball 1, 2 | 0.5 |
| | Team Sports 1, 2 | 0.5 |
| | Indiv./Dual Sports 1, 2 | 0.5 |
| | ***AICE Physical Education***** | 1.0 |
| | | |
| | *****Potential New Course Offerings***** | |
| | ***DE Intermediate Algebra (MAT 1033)*** | 0.5 |
| | ***AICE Music*** | 1.0 |
| | ***AICE Drama*** | 1.0 |
| | ***AICE Physical Education*** | 1.0 |
| | ***AICE Classical Studies*** | 1.0 |
| | ***AICE Thinking Skills*** | 1.0 |
| | ***AICE Spanish Language AS*** | 1.0 |
| | ***French 1*** | 1.0 |

*Personal Financial Literacy is a graduation requirement for the Class of 2027 students and thereafter.

# HIGH SCHOOL GRADUATION REQUIREMENTS/DIPLOMA OPTIONS

| | Standard Diploma Requirements | 18-Credit ACCEL Diploma Option | Scholar Diploma Designation | Merit Diploma Designation | State Level/Private University/College |
|---|---|---|---|---|---|
| **Credits of English** | 4 | 4 | 4 | 4 | 4 |
| **Credits of Math** | 4 (Algebra 1 & Geometry Req.) | 4 (Algebra 1 & Geometry Req.) | 4 (Algebra 1, Geometry, Algebra 2, and Pre-Calc/Statistics or equal course Req.) | 4 (Algebra 1 & Geometry Req.) | 4 (at least up to Algebra 2 or higher) |
| **Credits of Science** | 3 (Biology Req.) | 3 (Biology Req.) | 3 (Biology, Chemistry, and Physics or equal course Req.) | 3 (Biology Req.) | 3 (at least up to Chemistry/Physics ) |
| **Credits of Social Studies** | 3 (World History, US History, US Gov/Economics Req.) | 3 (World History, US History, US Gov/Economics Req.) | 3 (World History, US History, US Gov/Economics Req.) | 3 (World History, US History, US Gov/Economics Req.) | 3 |
| **Credits of Electives** | 8/7.5** | 3/2.5** | 8/7.5** | 8/7.5** | 8/7.5** |
| **Credits of CTE/Practical/Fine/ Performing Art** | 1 | 1 | 1 | 1 | 1 |
| **HOPE Credit** | 1 | 0 | 1 | 1 | 1 |
| **Online Credit** | 1 completed class | 0 | 1 completed class | 1 completed class | 1 completed class |
| **Financial Literacy Course**** | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| **Levels of a Foreign Language** | 0 | 0 | 2 | 0 | at least 2 - best if 3 or higher |
| **Algebra 1 EOC BEST** | Passed or concordant score | Passed or concordant score | Passed or concordant score | Passed or concordant score | Passed or concordant score |
| **Grade 10 ELA FAST** | Passed or concordant score | Passed or concordant score | Passed or concordant score | Passed or concordant score | Passed or concordant score |
| **Geometry EOC** | Just take the exam | Just take the exam | Passed | Just take the exam | Just take the exam |
| **Biology EOC** | Just take the exam | Just take the exam | Passed | Just take the exam | Just take the exam |
| **US History EOC** | Just take the exam | Just take the exam | Passed | Just take the exam | Just take the exam |
| **GPA Required** | 2.0+ | 2.0+ | 2.0+ | 2.0+ | *see individual college websites |
| **Industry Certification/College Credit** | expectation | expectation | College Credit Req. | Industry Cert. Req. | ideal but not req. |
| **Requirement for students starting high school in the 23/24 year and after. | | *not accepted at state level colleges and universities. | | | |

# Tarpon Springs High School

**Comprehensive Graduation Checklist**

Student Name: _____

**COURSE LEVEL KEY:** R = Regular, H = Honors/Pre-AICE, AP = Advanced Placement, DE = DUAL ENROLLMENT, AICE = CAMBRIDGE. * = current enrollment

**English** (4.0 credits REQUIRED)

| | S 1 | S 2 | Course Level |
|---|---|---|---|
| ENG 1 | | | R H AP AICE |
| ENG 2 | | | R H AP AICE |
| ENG 3 | | | R H AP AICE |
| ENG 4 | | | R H AP AICE |

**Math** (4.0 credits – Alg. 1 & Geo REQUIRED)

| | S 1 | S 2 | Course Level |
|---|---|---|---|
| Algebra 1 | | | R H AP AICE |
| Geometry | | | R H AP AICE |
| | | | R H AP AICE |
| | | | R H AP AICE |

**Science** (3.0 credits – Biology REQUIRED)

| | S 1 | S 2 | Course Level |
|---|---|---|---|
| Biology | | | R H AP AICE |
| | | | R H AP AICE |
| | | | R H AP AICE |

**Social Studies** (3.0 credits – ALL REQUIRED)

| | S 1 | S 2 | Course Level |
|---|---|---|---|
| World | | | R H AP AICE |
| US History | | | R H AP AICE |
| Economics (.5 Credit) | | ---- | R H AP AICE |
| US Gov (.5 Credit) | | ---- | R H AP AICE |

**Elective Credits** (8.0 credits)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|

**HOPE** ( 1.0 credit - REQUIRED)

| | S 1 | S 2 |
|---|---|---|
| HOPE | | |

**Fine Arts/Approved Prac. Arts** ( 1.0 credit)

| COURSE NAME | S 1 | S 2 |
|---|---|---|
| | | |

| Testing - REQUIRED TO PASS | Passed |
|---|---|
| FSA – 10th Grade ELA | |
| Alg. 1 EOC | |

**Concordant scores for FSA Reading, Algebra 1 EOC:**

**10th Grade ELA FSA:** ACT-18 / SAT-480:_____

**Algebra 1 EOC** PSAT-430/ACT-16/SAT-420: _____

EOCs Required to Take: **Bio.** ____ **Geo.** ____ **US Hist.** ____

**Foreign Language** – ONLY NECESSARY FOR BRIGHTS FUTURES OR SUS UNIVERISTY ELIGIBILITY

| (min. 2.0 credits in same language) | Sem. 1 | Sem. 2 |
|---|---|---|
| | | |
| | | |

**Current U/W GPA:** _____ (2.0 REQUIRED)

Certification/Accelerated Course: ☐ _____

Cambridge Diploma Track: ☐

Magnet Program: _____

Diploma Designation: Merit Scholar Adv. Scholar

Graduation Code: _____

# TRADITIONAL SAMPLE COURSE SEQUENCE

| Subject | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| **English** | AICE General Paper<br>or<br>English 1 | AICE General Paper<br>or<br>AICE English Language<br>or<br>English 2 | AICE English Language<br>or<br>AICE English Literature<br>or<br>English Composition 1 / 2<br>or<br>English 3 | AICE English Language<br>or<br>AICE English Literature<br>or<br>English Composition 1 / 2<br>or<br>English 4 |
| **Math** | Algebra 1A<br>Or<br>Algebra 1<br>Or<br>Geo (standard or Pre AICE)<br>or<br>Alg 2 (standard or Pre-AICE) | Algebra 1<br>or<br>Geo (standard or Pre-AICE)<br>Or<br>Math for Data & Fin. Literacy<br>Or<br>Alg 2 (standard or Pre-AICE)<br>or<br>Precalculus (honors or AICE) | Geometry<br>or<br>Math for Data & Fin. Literacy<br>or<br>Algebra 2<br>Or<br>Math for College Liberal Arts<br>or<br>Precalculus (honors or AICE)<br>or<br>AP Calculus AB<br>or<br>AP Statistics | Geometry<br>Or<br>Math for Data & Fin. Literacy<br>or<br>Algebra 2<br>Or<br>Math for College Liberal Arts<br>or<br>Precalculus Honors<br>or<br>AP Calculus AB/BC<br>or<br>AP Stat |
| **Science** | Environmental Science<br>Or<br>Earth/Space Science<br>or<br>Biology (standard or Pre-AICE) | Biology<br>Or<br>Chemistry (Standard or Pre-AICE) | Your choice- based on what is offered if you already successfully completed Biology | Your choice- based on what is offered if you already successfully completed Biology |
| **Social Studies** | AICE European History<br>or<br>World History (standard or Pre-AICE)<br>or<br>An elective<br>*Note: some 9th graders will not take a Social Studies class* | AICE US History<br>or<br>World History (standard or Pre-AICE) | AICE Economics and Standard Government<br>Or<br>AP Government and AICE Economics<br>or<br>US History (standard or AICE) | AICE Economics and Standard Government<br>Or<br>AP Government and AICE Economics<br>or<br>US Government and Economics |
| **World Language** | World Language is not a requirement for high school graduation, but 2 credits of the same foreign language are required for admission to a 4 year university and for a Bright Futures Scholarship. | | | |
| **Other Required Course** | HOPE- Health Opportunities through Physical Education (1 credit)<br>Performing, Fine, or Practical Arts (1 credit)<br>- Examples: Art, Band, Theatre, Chorus, Dance, Digital Info Tech, etc.<br>Acceleration Credit (College and/or Career Readiness)<br>- Earning an Industry Certification through Digital Info Tech, Digital Design, Culinary, etc. OR<br>- Passing score on an AICE or AP exam OR<br>- Passing a Dual Enrollment class with a C or higher | | | |

UNIVERSITY of CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL FELLOWSHIP CENTRE

## The Cambridge Program

The Cambridge Program is an innovative and academically accelerated course of study offered through the University of Cambridge International Examinations in England. Pre-AICE and AICE courses are designed to help prepare students for work at the college and university level.

AICE courses allow students the opportunity to earn college-level credits while still in high school. Students have the potential to earn up to 30 hours of credit at all public universities and colleges in Florida. Students can also work to earn the AICE diploma. With the required community service hours, the **AICE diploma automatically qualifies students for the Bright Futures Florida Academic Scholars Award, regardless of the student's test scores or GPA.**

The Cambridge curriculum is comprehensive and flexible – it allows each student to design a schedule of accelerated courses around his or her skills and interests. Cambridge students build knowledge, learning skills, critical thinking skills, and problem-solving skills in order to become independent learners.

Upon successful completion of AICE classes, students are required to sit for each of the corresponding AICE examinations. The AICE Diploma is awarded to those students who pass seven AICE tests. Students decide which classes they would like to take to earn the seven credits needed for the AICE diploma.

## The Benefits of Cambridge AICE classes

**Advantages:** The Cambridge advanced level courses (AS) are equivalent to those of Advanced Placement (AP), and International Baccalaureate (IB). Completion of the AS level classes and exams may lead to advanced standing at the college level and college credit. The AICE (Advanced International Certificate of Education) Diploma is an award for a completion of a specific number and type of classes that is recognized at many universities throughout the US in which college credit may be earned.

**Why Choose Cambridge Classes?**

- Cambridge offers students the flexibility to take just one or two Cambridge classes or a full schedule of Cambridge courses. Students choose classes that best meet their abilities and interests.
- Colleges look for students who take academically challenging classes.
- Colleges look for students who can demonstrate a directed pursuit of study.
- Colleges look for students who show the kinds of skills required to complete the Cambridge classes and their corresponding examinations.
- AICE classes are equivalent to first year college and university courses.
- Students who pass 7 Cambridge examinations are awarded the AICE Diploma directly by the University of Cambridge. Students who do not earn the AICE Diploma are given credit for those examinations they pass.
- AICE and Pre-AICE courses strictly follow a course syllabus that is designed by University of Cambridge professors.
- AICE students are eligible for the Florida Bright Futures Scholarship. Bright Futures and other scholarship committees look for students who academically challenge themselves.

## Frequently Asked Questions

**What characteristics are apparent in an AICE Student?**

- Self-motivated
- Good time manager
- Passionate about learning
- Self-disciplined
- Organized
- Excellent expressive writer
- Possesses leadership qualities

**Do students have to earn the full AICE Diploma in order to earn college credits?**

No. Students receive General Certificate of Education (GCE) subject certificates for AS and A Level examinations passed. Colleges award credit on a subject-by-subject basis, according to grades earned on individual examiniations passed.

**How do AICE examination grades compare with the US grading scale?**

Passing grades available on AICE exams range from A to E with A being the highest. A Department of Education AICE program study found that a Cambridge grade of E most closely correlated with an Advanced Placement exam grade of 3.

**Do many colleges and universities award credit for examinations passed?**

Yes. Cambridge publishes a list on their website of US universities that have provided written statements of their AICE recognition policy (which includes AS and A Levels). If a university admissions counselor is unfamiliar with AICE, you should ask to speak to the *international admissions counselor*. All public universities and community colleges in Florida Award up to 45 hours of college credit for AICE exams passed. For more information about college credit for examinations passed in Florida, visit the FACTS.org page on Articulation.

In addition, the Florida DOE recognizes the AICE program as an official acceleration mechanism and is included in the Bright Futures Scholarship Program as an additional means to earn scholarship monies. Students who earn the AICE Diploma and have 100 community service hours are given the 100% Academic Scholars Award. Students who complete the diploma program, but do not earn the scholarship can still earn the 100% scholarship with appropriate SAT and ACT test scores.

# AICE CAMBRIDGE SAMPLE COURSE SEQUENCE

| Subject | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| **English** | AICE General Papers | AICE English Language AS | AICE English Language A<br>OR<br>AICE English Literature AS | AICE English Language A<br>OR<br>AICE English Literature AS<br>OR<br>DE English Composition 1 / 2 |
| **Math** | Pre-AICE Math 2 (Geometry<br>OR<br>Pre-AICE Math 3 (Algebra 2) | Pre-AICE Math 3 (Algebra 2)<br>OR<br>AICE Math 1 (Pre-Calc)<br>OR<br>Pre-Calculus Honors | AICE Math 1 (Pre-Calc)<br>OR<br>Pre-Calculus Honors<br>OR<br>AP Calculus AB<br>OR<br>AP Stats | AP Calculus AB<br>OR<br>AP Calculus BC<br>OR<br>AP Stats |
| **Science** | Pre-AICE Biology | Pre-AICE Chemistry | AICE Biology<br>OR<br>AICE Enviro. Management<br>OR<br>AICE Marine Science<br>OR<br>AICE Physics 1 AS<br>OR<br>Pre-AICE Chemistry 2 | AICE Biology<br>OR<br>AICE Enviro. Management<br>OR<br>AICE Marine Science<br>OR<br>AICE Physics 1 AS or 2 A<br>OR<br>Pre-AICE Chemistry 2 |
| **Social Studies** | AICE European History AS | AICE US History | AICE Economics | AP US Government<br>OR<br>AICE European History A |
| **World Language** | Spanish 1,2,3<br>Greek 1,2,3 | Spanish 2, 3, 4<br>Greek 2, 3, 4 | Spanish 3, 4, or AP<br>Greek 3, 4 | Spanish 4 or AP<br>Greek 3, 4 |
| **Required AICE Class** | | **AICE GLOBAL PERSPECTIVES** | **AICE GLOBAL PERSPECTIVES** | |
| **Electives** | | AICE Thinking Skills<br>AICE Classical Studies<br>AICE Psychology 1<br>AP Human Geography<br>AICE Media Studies AS | AICE Thinking Skills<br>AICE Classical Studies<br>AICE Psychology 1 or 2<br>AP Human Geography<br>AICE Media Studies AS or A | AICE Thinking Skills<br>AICE Classical Studies<br>AICE Psychology 1 or 2<br>AP Human Geography<br>AICE Media Studies AS or A |

***Students can potentially earn the Cambridge Diploma at the of 11th grade. Students have 3 school years from the 1st year they take an AICE class to earn the Cambridge Diploma.**
***Students in our Leadership Conservatory for the Arts, Veterinary Science, and Culinary Arts programs can participate in the Cambridge program and potentially earn a diploma.**

# EARNING AN AICE DIPLOMA

The AICE diploma is an international high school diploma. To earn an AICE diploma, students must pass 7 credits worth of AS or A level examinations. At least 1 exam must come from each of the 3 groups below (group 4 is optional) and 1 from "Core: Global Perspectives".

**Core: Global Perspectives**
- AS Global Perspectives & Research

**Group 1: Mathematics & Science**
- AICE Biology
- AICE Environmental Management
- AICE Marine Science
- AICE Psychology
- AICE Physics
- AICE Math

**Group 2: Languages**
- English Language

**Group 3: Arts & Humanities**
- AICE Economics
- AICE Psychology
- AICE English Literature
- AICE US History
- AICE European History
- AICE Media Studies
- AICE Classical Studies

**Group 4: Interdisciplinary & Skills**
- AICE Thinking Skills
- AICE General Papers

Tarpon Springs High School

**Cambridge Diploma Progress Report**

Student Name: ****Start Date of 1st AICE Course:

PRE-AICE COURSE REQUIREMENTS:

| Course Name | Completed |
|---|---|
| Math 2 IG | |
| Math 3 IG | |
| Biology IG | |
| Chemistry IG | |

AICE COURSES: **7 total exams** must be passed and at least one exam in each group must be passed.

Group 1

| Course Name | Exam Grade | Points |
|---|---|---|
| Biology 1 AS | | |
| Math 1 A/AS | | |
| Envmntl. Mgmnt. AS | | |
| Marine Science A/AS | | |
| Psychology 1 A/AS** | | |
| Psychology 2 A/AS** | | |
| Physics 1 A/AS | | |
| Physics 2 AL | | |

Group 2

| Course Name | Exam Grade | Points |
|---|---|---|
| English Lang. A/AS** | | |
| English Lit. A/AS** | | |

Group 3

| Course Name | Exam Grade | Points |
|---|---|---|
| Economics 1 AS | | |
| Psychology 1 A/AS** | | |
| Psychology 2 A/AS** | | |
| English Lang. A/AS** | | |
| English Lit. A/AS** | | |
| Environmental Sci AS | | |
| Intrntl. History AS | | |
| U.S. History 1 AS | | |
| Media Studies A/AS | | |

Group 4

| Course Name | Exam Grade | Points |
|---|---|---|
| English Gen. Paper | | |
| Glbl. Perspect. 1 AS*** | | |
| Thinking Skills AS | | |
| Thinking Skills AL | | |

**# of Exams Passed: _____**

**TOTAL POINTS EARNED: ____**

Grading Scale:

| | |
|---|---|
| a = 60 points | A* = 140 points |
| b = 50 points | A = 120 points |
| c = 40 points | B = 100 points |
| d = 30 points | C = 80 points |
| e = 20 points | D = 60 points |
| U/u = 0 points | E = 40 points |

Diploma Levels associated with points:

Distinction = 360 - 420 points

Merit = 250 – 359 points

Pass = 140 – 249 points

**Student Signature: _____**

**Date: _____**

**A* = is considered an A+**
**** = These classes can be counted for ONE group only, not both.**
***** = This class is also a REQUIREMENT in order to get any Cambridge Diploma.**
******Students have 3 school years to work on and earn their Cambridge Diploma.**

# ACADEMY PATHWAYS

## ART

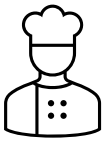
| | Studio Art | Photography |
|---|---|---|
| 9th Grade | 2D or 3D Studio Art 1 | 2D or 3D Studio Art 1 |
| 10th Grade | 2D or 3D Studio Art 2 | Creative Photography 1 |
| 11th Grade | 2D or 3D Studio Art 3 | Creative Photography 2 |
| 12th Grade | AP 2-D Art<br>or AP Art History | Creative Photography 3 |

## AVID

| | |
|---|---|
| 9th Grade | Avid 1 (with 1 honors level class) |
| 10th Grade | Avid 2 (with 2 honors level classes) |
| 11th Grade | Avid 3 (with 1 honor and 1 college level class) |
| 12th Grade | Avid 4 (with 2 college level classes) |

## BUSINESS

| | Business | Digital Design | Programming |
|---|---|---|---|
| 9th Grade | Digital Info Tech | Digital Info Tech | Digital Info Tech |
| 10th Grade | Legal Aspects of Bus. | Digital Design 1 | Found. Of Programming |
| 11th Grade | Bus. Entrepreneurial Princ. | Digital Design 2 | AP Computer Science |
| 12th Grade | | Digital Design 3 | |



## CULINARY ARTS

| | |
|---|---|
| 9th Grade | Culinary Arts 1 |
| 10th Grade | Culinary Arts 2/Hospitality & Tourism (Double Blocked) |
| 11th Grade | Restaurant Cook (Double Blocked) |
| 12th Grade | Chef/Head Cook (Double Blocked) |

## JOURNALISM

| | |
|---|---|
| 9th Grade | Journalism 1 |
| 10th Grade | TV Production Tech 1 or AICE Media Studies |
| 11th Grade | AICE Media Studies AS |
| 12th Grade | AICE Media Studies AL |

# LEADERSHIP

***Required for all Leadership Students**

| | |
|---|---|
| 9th Grade | Leadership Skills Development |
| 10th Grade | Music Theory / Music Technology |
| 11th Grade | *Can possibly take AP Music Theory |
| 12th Grade | |

| | **Band**<br>*Double Blocked | **Choral**<br>*Double Blocked | **Orchestra** | **Guard**<br>*Double Blocked |
|---|---|---|---|---|
| 9th Grade | Band 3/Inst. Tech 2 | Chorus 1 | Orchestra 1 | Eur/Dance Tech 1 |
| 10th Grade | Band 4/Inst. Tech 3 | Vocal Tech 1 | Orchestra 2 | Eur/Dance Tech 2 |
| 11th Grade | Band 5/Inst. Tech 4 | Vocal Tech 2 | Orchestra 3 | Eur/Dance Tech 3 |
| 12th Grade | Band 6/Inst. Ens. 4 | Vocal Tech 3 | Orchestra 4 | Eur/Dance Tech 4 |

# EARLY CHILDHOOD EDUCATION

| | |
|---|---|
| 9th Grade | Early Childhood Education 1 |
| 10th Grade | Child Care Worker |
| 11th Grade | Teacher Aide |
| 12th Grade | Preschool Teacher |

# VETERINARY SCIENCES

| | |
|---|---|
| 9th Grade | Vet Assistance 1 |
| 10th Grade | Vet Assistance 2 |
| 11th Grade | Vet Assistance 3 & 4 (Double Blocked) |
| 12th Grade | Vet Assist 5 & Adv Concepts Agri/Agri Direct Study (Double Blocked) |

# YOUR PATH TO AN A.A. DEGREE AT TARPON SPRINGS HIGH SCHOOL

*General requirements (this page) total 36 credits. With a total of 60 credits needed for an A.A. degree, students must complete an additional 24 credits in elective coursework.*

DUAL ENROLLMENT COURSE GRADES MUST BE C OR HIGHER FOR ALL GENERAL EDUCATION REQUIRED COURSES

| AA Degree Credit Requirements | AA Subject Area Requirements | Course Options | Location |
|---|---|---|---|
| Communications Requirements (9 Credits) | Writing/Composition I - *Core (6000 words)*<br>*1 course from this group* | AP English Language or Literature (Exam score 3+) | TSHS |
| | | AICE English Language or Literature AS (Exam score a-e) | TSHS |
| | | ENC 1101 Composition I | TSHS |
| | Literature/Composition II (6000 words)<br>*1 course from this group* | AP English Language or Literature (Exam score 4+) | TSHS |
| | | AICE English Language or Literature A (Exam score A-E) | TSHS |
| | | ENC 1102 Composition II | TSHS |
| | Speech (2000 words)<br>*1 course from this group* | SPC 1017 Intro to Speech Communication | SPC |
| | | SPC 1065 Business & Professional Speaking | SPC |
| | | SPC 1608 Public Speaking | SPC |
| Humanities (6 credits) | Humanities A - *Core (2000 words)*<br>*1 course from this group* | ARH 1000 Understanding Art | SPC |
| | | HUM 1020 Introduction to Humanities* | SPC |
| | Humanities B - *Other (2000 words)*<br>*1 course from this group* | REL 2300 World Religions* | SPC |
| | | HUM 2270 Humanities East-West Synthesis* | SPC |
| College Math (6 credits) | College Level Math<br>*2 courses from this group* | AP Statistics (Exam score 3+) | TSHS |
| | | AP Calculus AB (Exam score 3+) | TSHS |
| | | AICE Math AS (Exam score a-e) | TSHS |
| | | AICE Further Math A (Exam score A-E) | TSHS |
| | | MAC 1105 College Algebra | SPC |
| | | MGF 1106 Mathematics for Liberal Arts I | SPC |
| | | MGF 1107 Mathematics for Liberal Arts II | SPC |
| ETHICS (3 credits) | Ethics (2000 words) | PHI 1600 Studies in Applied Ethics<br>Topic options include: General, Business & Professional, Health and Public Policy | SPC |
| Social & Behavioral Science (6 credits) | American Government (2000 words) | POS 2041 American National Government | SPC |
| | Social & Behavioral Science (2000 words)<br>*1 course from this group* | AICE Psychology AS or A (Exam score a-e or A-E) | TSHS |
| | | SYG 2000 Intro to Sociology | SPC |
| | | AICE Economics A (Exam score A-E) | TSHS |
| | | AMH 2010 History of the United States I (to 1865) | SPC |
| | | AMH 2020 History of the United States II (from 1865) | SPC |
| Natural Sciences (minimum 6 credits including a lab) Lab requirement is met by any course ending with an L or C | Natural Sciences A - *Core*<br>*1 course from this group*<br>*(note the science majors listed to assist in proper selection of science course - courses without a major listed are for non-science majors)* | AST 1002 Universe: The Infinite Frontier | SPC |
| | | BSC 1005C Biological Science w/ Lab | SPC |
| | | AICE Biology A Level (Exam score A-E) | TSHS |
| | | BSC 2085 / 2085L Human Anatomy & Physiology I w/ Lab | SPC |
| | | AICE Chemistry A (Exam score A-E) | TSHS |
| | | ESC 1000C Earth Science w/ Lab | SPC |
| | | AICE Environmental Management AS (Exam score a-e) | TSHS |
| | | AICE Physics A Level (Exam score A-E) | TSHS |
| | | PHY 2048 / 1048L Physics I w/ Lab | SPC |
| | Natural Sciences B - *Other*<br>*1 additional course from this group or A - Core*<br>*(note the science majors listed to assist in proper selection of science course - courses without a major listed are for non-science majors)* | AST 1003 / 1002L The Solar System / Obs. Astronomy lab | SPC |
| | | BSC 2011 / 2011L Biology II Organisms & Ecology w/ Lab | SPC |
| | | BSC 2086 / 2086L Human Anatomy & Physiology II/lab | SPC |
| | | BSC 2250C Field Biology of Florida w/ Lab | SPC |
| | | CHM 2046 / 2046L General Chemistry II w/ Lab | SPC |
| | | CHM 2210 / 2210L Organic Chemistry I w/ Lab | SPC |
| | | CHM 2211 / 2211L Organic Chemistry II w/ Lab | SPC |
| | | HUN 1201 Science of Nutrition | SPC |

**ENHANCED WORLD VIEW:** This requirement can be satisfied by taking one of the courses listed above with an asterisk *, or by taking one semester of a college level World Language course (does not include American Sign Language).

## YOUR PATH TO AN A.A. DEGREE AT TARPON SPRINGS HIGH SCHOOL

*General requirements (this page) total 36 credits. With a total of 60 credits needed for an A.A. degree, students must complete an additional 24 credits in elective coursework.*

| ADDITIONAL REQUIREMENTS FOR AN A.A. DEGREE | |
|---|---|
| Dual Enrollment Eligibility | Students must meet minimum test score requirements and maintain an unweighted GPA of at least 3.0 and a college GPA of at least 2.0 to participate in dual enrollment. The Approved Course Matrix (link on the PCSB Adv. Studies webpage) includes pre-requisite courses and minimum test scores. |
| General Education A.A. Requirements | The list of courses on the reverse side of this document is not the complete list of options for A.A. degree courses, but is the list of the options available at the high school plus the most frequently enrolled options at the college. For a complete list of options, review the Approved Course Matrix on the PCSB Advanced Studies webpage. |
| Pre-requisites for Bachelor's Programs | Students who have decided on the Bachelor's Degree they wish to pursue should select speech, mathematics, natural sciences, and elective courses that meet the prerequisites required for entry into their degree program. |
| College Level Courses Limitations | Pinellas County students taking dual enrollment classes are limited to a maximum of 6 college level classes per semester. This includes dual enrollment, AP, AICE and/or IB combined. |
| General graduation requirements | 60 credit hours, 2.0 cumulative college GPA, 15+ credits completed through Dual Enrollment coursework |
| Computer Literacy Requirement | Can be met in three ways: (1) opt out test ($27 fee), (2) articulated credit from high school courses resulting in industry certification, or (3) taking one of the following courses - CGS 1070, CGS 1100, CGS 1309, EME 2040) |
| World Language Requirement | Can be met in three ways: (1) completing 2 consecutive years of the same language in high school (2) taking a language proficiency test, or (3) earn credit in 2 college semesters of the same language |

| ADDITIONAL CREDITS THAT CAN BE EARNED AT TSHS THROUGH DUAL ENROLLMENT CLASSES OR AP EXAMS TO MEET ELECTIVE REQUIREMENTS FOR A.A. DEGREE | |
|---|---|
| SLS 1101 The College Experience | 3 credit dual enrollment course |
| AP Music Theory Exam score 3+ | Credit for MUT 1001 if composite is 3+ *OR* MUT 1111 & MUT 1241 if both subscores are 3+ |
| AP World Language Exam scores 3 | Credit for one semester of intermediate langauge course |
| AP World Language Exams scores 4+ | Credit for two semesters of intermediate langauge course |
| AP Capstone Exam score 3+ | Credit for an IDS course as defined by SPC |
| AP Human Geography Exam score 3+ | Credit for GEO 1400 or GEO 1420 |
| AP Studio Art 2-D Exam score 3+ | Credit for ART 1201C |
| AP Studio Art Drawing Exam score 3+ | Credit for ART 1300C |
| AICE Media Studies Exam score a-e | DIG X000 |
| AICE General Paper Exam score a-e | Credit for IDS X110 |
| AICE History Exam score a-e | Various depending upon which papers the student completes |
| AICE Global Perspectives Exam score a-e | ISS X011 or ISS X013 |
| AICE Marine Science Exam score a-e | OCE X001 |
| AICE Thinking Skills Exam score a-e | PHI X103 or PHI X401 |

# ACADEMIC COURSE DESCRIPTIONS

## ENGLISH

**English 1, 2, 3, & 4**
*Grade: 9th-12th*
*Prerequisites: None but courses are taken in sequential order*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit towards English subject area.*
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 each 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. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

**AICE English General Paper**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards English subject area.*
The aim of AICE English General Paper is to improve learners' skills in reading and writing and the ability to think critically about contemporary issues. It also seeks to improve communication in English. As they explore modern issues in this course, learners become aware that not everyone sees the world as they do. Where we live and what we value play important roles in shaping our views. Students should strive to approach modern matters with both maturity and sensitivity. Activities featured in the scheme of work are designed to help them do this. Learners will take responsibility to pay attention in core courses such as science, math, history, and the arts to help reinforce their understanding of these topics. The strategies for reading and writing explored in this course can transfer to any academic field, making it foundational to learners' overall educational experience. Each unit builds reading skills, which scaffold into writing. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE English Language AS Level**
*Grade: 9th-12th*
*Prerequisites: AICE General Papers*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards English subject area.*
In AICE English Language, students will develop skills to make critical and informed responses to a wide range of texts. Students will also demonstrate their ability to produce writing for specific audiences. We read and write descriptive and imaginative pieces, newspaper and magazine articles, blogs and podcast scripts, biographies and autobiographies, reviews, advertisements, and more. We focus on the way that authors create various moods and effects in their writing, and we students will work on creating these effects in their own writing. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE English Language AL Level**
*Grade: 10th-12th*
*Prerequisites: AICE English Lang AS*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards English subject area.*
As the second year course of AICE English Language, students will continue to develop skills to make critical and informed responses to a wide range of texts. Students will also demonstrate their ability to produce writing for specific audiences. We read and write descriptive and imaginative pieces, newspaper and magazine articles, blogs and podcast scripts, biographies and autobiographies, reviews, advertisements, and more. We focus on the way that authors create various moods and effects in their writing, and we students will work on creating these effects in their own writing. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE English Literature AS/AL Level**

*Grade: 11th-12th*

*Prerequisites: AICE English Lang*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*

Learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

# MATH

**Algebra 1-A**
*Grade: 9th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit towards math subject area*
In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables

**Algebra 1**
*Grade: 9th –10th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills the Algebra 1 requirement.*
In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. **Student must pass Algebra 1 End of Course exam as a graduation requirement.**

**Pre-AICE Math 2 (equivalent to Geometry Honors)**
*Grade: 9th-10th*
*Prerequisites: Pre-AICE Math 1 or Algebra 1 Honors*
*Length: Year-Long*
*Credit: 1.0 credit with 0.5 quality point*
*Graduation Requirement: Fulfills 1 credit towards Math subject area.*
The Cambridge IGSCE Math 2 course aims to enable students to: develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment. Learners will develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject and acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying. **Student must take Geometry End of Course exam as a graduation requirement.**

**Geometry**
*Grade: 9th –11th*
*Prerequisites: Algebra 1 or its equivalent*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills the Geometry requirement.*
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Student must take Geometry End of Course exam as a graduation requirement.**

**Pre-AICE Math 3 (equivalent to Algebra 2 Honors)**
*Grade: 9th-11th*
*Prerequisites: Pre-AICE Math 2 or Geometry Honors*
*Length: Year-Long*
*Credit: 1.0 credit with 0.5 quality point*
*Graduation Requirement: Fulfills 1 credit towards Math subject area.*
The aims are to enable candidates to: develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment; read mathematics, and write and talk about the subject in a variety of ways; develop a feel for number, carry out calculations and understand the significance of the results obtained; apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them; solve problems, present the solutions clearly, check and interpret the results; develop an understanding of mathematical principles; recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem; develop an ability to apply mathematics in other subjects, particularly science and technology; develop the abilities to reason logically, to classify, to generalize and to prove; a foundation appropriate to their further study of mathematics and of other disciplines.

**Algebra 2**
*Grade: 9th-12th*
*Prerequisites: Algebra 1 and Geometry or its equivalent*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit towards Math subject area.*
In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

**Math for Data and Financial Literacy**
*Grade: 10th-12th*
*Prerequisites: Algebra 1 and Geometry or its equivalent*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit towards Math subject area.*
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.

**Math for College Liberal Arts**
*Grade: 11th-12th*
*Prerequisites: Algebra 1 and Geometry or its equivalent*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit towards Math subject area.*
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.

**AP Pre-Calculus**
*Grade: 10th-12th*
*Prerequisites: Pre-AICE Math 3 or Algebra 2 Honors*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Math subject area.*
In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

**AP Statistics**
*Grade: 11th-12th*
*Prerequisites: Algebra 2 Honors or its equivalent*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Math subject area.*
The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**AP Calculus AB**
*Grade: 11th-12th*
*Prerequisites: Pre-Calculus Honors or AICE Math 1*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Math subject area.*
AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**AP Calculus BC**
*Grade: 12th*
*Prerequisites: AP Calculus AB*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Math subject area.*
AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**AP Computer Science Principles**

*Grade: 11th-12th*
*Prerequisites: Algebra 2 Honors or its equivalent*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Math subject area*

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems — including the internet — work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**Intermediate Algebra (Dual Enrollment MAT1033)**

*Grade: 11th-12th*
*Prerequisites: Appropriate score on the Math PERT test*
*Length: 1 Semester*
*Credit: 0.5 credit with 1 full quality point*
*Graduation Requirement: Fulfills 0.5 credit towards Math subject area.*

This course is designed for students who require additional skills in algebra before taking MAC 1105, MGF 1106 or MGF 1107. The major topics include sets and real numbers, linear equations and inequalities with applications, polynomials and factoring, algebraic fractions, exponents, roots and radicals, quadratic equations, relations and functions, graphs and systems of linear equations with applications. This course does not apply toward the associate in arts degree,but does count as an elective course. It will satisfy 0.5 credit of math at the high school level. **This class is offered on campus at Tarpon Springs High School and the course grade will be an SPC college credit.**

# SCIENCE

**Pre-AICE Biology (equivalent to Biology Honors)**
*Grade: 9th*
*Prerequisites: Physical Science Honors or Advanced 8th Grade Science or its equivalent*
*Length: Year-Long*
*Credit: 1.0 credit with 0.5 quality point*
*Graduation Requirement: Fulfills the Biology requirement*
With an emphasis on human biology, the Cambridge IGCSE Biology course helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International AS Level, which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. **Student must take Biology End of Course exam as a graduation requirement.**

**Pre-AICE Chemistry (equivalent to Chemistry Honors)**
*Grade: 10th*
*Prerequisites: Pre-AICE Biology or its equivalent*
*Length: Year-Long*
*Credit: 1.0 credit with 0.5 quality point*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
The Cambridge IGCSE Chemistry course enables learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International AS Level, skills which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

**Chemistry 1**
*Grade: 10th-12th*
*Prerequisites: Biology or its equivalent*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
This course provides a foundation for learning chemistry concepts, including scientific inquiry, interactive experiences, higher-order thinking, collaborative projects, real-world applications, and a variety of assessments.

**Environmental Science**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
Environmental Science discusses the environmental challenges that impact our future, such as land use, pollution, climate change, and loss of biodiversity. This course is centered around achieving global sustainability to meet the needs of a growing human population, while also maintaining natural resources and protecting Earth's various systems. The short-and long-term consequences of our actions to human health and the environment are also a course focus. With the collaboration of the Guy Harvey Ocean Foundation and additional professional partners, this course highlights the research and field experiences of professors, scientists, conservationists, lawyers, and more, while sharing practical and sensible strategies for preserving the delicate balance between land, ocean, air, and life. In addition, this course creates a call to action for students by teaching them how to protect the world's biodiversity and resources by adjusting the way they live, work, play, and govern in the future.

**Earth Space Science**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
This laboratory course focuses on the study of space and the geologic and atmospheric forces that shape our world. Through experimentation and investigation, you will explore Earth's cycles, including the geosphere, hydrosphere, cryosphere, atmosphere, and carbon cycle.

**AICE Biology AS**
*Grade: 11th-12th*
*Prerequisites: Pre-AICE Biology, Pre-AICE Chemistry, or its equivalent*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology, major in pre-medical studies, major in health sciences, or a wide variety of related subjects at university or to follow a career in science. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

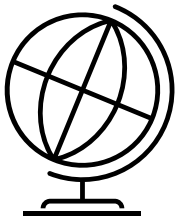
**AICE Environmental Management AS**
*Grade: 11th-12th*
*Prerequisites: Algebra 1, Pre-AICE Biology, Chemistry, or their equivalents*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
AICE Environmental Management course seeks to educate students about environmental issues, systems, patterns and mechanisms while emphasizing what impact humans have had on the world around us and how we may manage this impact sustainably. Through this class, students learn to analyze and consider environmental issues on both local and global scales, the importance of sustainability in resource management and the necessity of a global perspective when considering these diverse issues. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Marine Science AS**
*Grade: 11th-12th*
*Prerequisites: Pre-AICE Biology and Chemistry*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
Cambridge International AS Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The content of the AS level concentrates on the scientific study of the sea and its ecosystems. We will examine the dynamics of the physical, chemical and biological aspects of the marine environment and discuss human activities influencing the various ecosystems of the ocean. In order to obtain a complete understanding of the marine environment, we will utilize knowledge from physics, chemistry, biology, earth science and environmental science. Major topics we will cover include: Water, Earth Processes, Interactions in marine ecosystems, Classification and Biodiversity, Examples of marine ecosystems. The content and activities will challenge you to solve problems, think creatively, and apply concepts to practical situations. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Physics 1 AS**
*Grade: 11th-12th*
*Prerequisites: Pre-AICE Math 3, Algebra 2, or its equivalent*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
Cambridge International AS Level Physics includes the main theoretical concepts which are fundamental to the subject, some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Physics 2 AL**
*Grade: 12th*
*Prerequisites: AICE Physics 1 AS*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
Cambridge International AL Level Physics advances the learning from AICE Physics AS and includes the main theoretical concepts which are fundamental to the subject, some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

# SOCIAL STUDIES



**AICE European History AS**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills the World History requirement*
Cambridge International AS Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**Pre-AICE World History (equivalent to World History Honors)**
*Grade: 10th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 0.5 quality point*
*Graduation Requirement: Fulfills the World History requirement*
The Cambridge IGCSE History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. Both coursework and non-coursework options are available.

**United States History**
*Grade: 10th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills the US History requirement*
The 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. **Student must take the End of Course United States History exam as a graduation requirement.**

**AICE US History AS**
*Grade: 10th-12th*
*Prerequisites: Pre-AICE World History or its equivalent*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills the US History requirement*
AICE US History is international in outlook but retains a local relevance. The syllabus provides opportunities for contextualized learning and the content has been created to suit a wide variety of schools, avoid cultural bias, and develop lifelong skills, including critical creative thinking and problem-solving. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability and importance – and to weigh the evidence and interpretations present in historical scholarship. A Cambridge US history course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in writing format. **Student must take the End of Course United States History exam as a graduation requirement. Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AP United States Government and Politics**
*Grade: 11th-12th*
*Prerequisites: None*
*Length: 1 Semester- taken in conjunction with a semester of U.S. Government Honors*
*Credit: 0.5 credit with 1 full quality point*
*Graduation Requirement: Fulfills the US Government requirement*
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**United States Government**
*Grade: 11th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
*Graduation Requirement: Fulfills the US Government requirement*
The United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. **Student must take the Florida Civics Literacy exam as part of the curriculum.**

**United States Government Honors**
*Grade: 11th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5 credit with 0.5 quality point*
*Graduation Requirement: Fulfills the US Government requirement*
The United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. **Student must take the Florida Civics Literacy exam as part of the curriculum.**

**Economics with Financial Literacy**
*Grade: 11th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
*Graduation Requirement: Fulfills the Economics requirement*
This 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 with Financial Literacy Honors**

*Grade: 11th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5 credit with 0.5 quality point*
*Graduation Requirement: Fulfills the Economics requirement*

This 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.

**AICE Economics AS**

*Grade: 11th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills the Economics requirement*

Students learn how to explain and analyze economic issues and arguments, evaluate economic information, and organize, present and communicate ideas and judgements clearly. The syllabus covers a range of fundamental economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

# ELECTIVE COURSE DESCRIPTIONS

## (ALPHABETIZED BY ACADEMIES AND SUBJECT AREA)

# AVID PATHWAY

**AVID 1, 2, 3, 4**

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. Students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. At the high school level, AVID students are enrolled in their school's toughest classes, such as Advanced Placement® or AICE and receive support in an academic elective class - AVID - taught within the school day by a trained AVID teacher. In the accelerated elective class, AVID students receive support through a rigorous curriculum and ongoing, structured tutorials. AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

**AVID 1: 9th Grade**

**At least 1 honors level class**

Students will work on academic and personal goals, communication, involvement in their school and community, analytical writing, study and test-taking skills. Students will work collaboratively, learning how to participate in collegial discussions and use sources to support their ideas and opinions. They will take an active role in field trips and guest speaker presentations.

**AVID 2: 10th Grade**

**At least 2 honors level classes**

Students will refine the AVID strategies to meet their independent needs and learning styles, refine their time management and study skills, and practice analyzing prompts, supporting arguments and claims. Students will expand their vocabulary use in preparation for college entrance exams. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

**AVID 3: 11th Grade**

**At least 1 honors level and 1 college level class**

The eleventh-grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

**AVID 4: 12th Grade**

**At least 2 college level classes**

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will apply to four-year universities, complete financial aid paperwork and confirm their postsecondary plans. AVID seniors will graduate with a portfolio representing their years of work in the AVID program, including a resume and letters of recommendation.

# BUSINESS PATHWAY ELECTIVES

**Digital Information Technology**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*
This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, social media, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. **Students will have the chance to earn a industry certification in Entrepreneurship & Small Business (INTUT002) and MTA:OS Fundamentals (MICRO076).**

**Digital Design 1, 2, 3,4**
*Grade: 10th-12th*
*Prerequisites: Digital Information Technology*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster. **Students will have the chance to earn a industry certification in Adobe Certified Professional in Visual Design (ADOBE024) and Adobe Certified Professional in Video Design (ADOBE023).**

**Sports, Recreation, and Entertainment Marketing Essentials**
*Grade: 10th-12th*
*Prerequisites: Digital Information Technology*
*Length: Year-Long*
*Credit: 1.0*
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster. The purpose of this program is to prepare students for employment or advanced training in the sport, recreation, and entertainment marketing and sales industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

**Legal Aspects of Business**
*Grade: 10th-12th*
*Prerequisites: Digital Information Technology*
*Length: Year-Long*
*Credit: 1.0*
This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues, and career development. The use of computers is an integral part of this program.

**Business Entrepreneurial Principles**
*Grade: 10th-12th*
*Prerequisites: Digital Information Technology*
*Length: Year-Long*
*Credit: 1.0*
This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.

**Foundations of Programming**
*Grade: 10th-12th*
*Prerequisites: Digital Information Technology and Algebra 1*
*Length: Year-Long*
*Credit: 1.0*
Foundations of Programming will teach students the fundamentals of programming using the computer language Python. The course provides students with the concepts, techniques, and processes associated with computer programming and software development. Students will also explore the many programming career opportunities available in this high-demand field.

# CULINARY ARTS ACADEMY

**Culinary Arts 1 & 2**
*Grade: 9th-10th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 each*
*Graduation Requirement: Culinary Arts 2 counts as a Practical Art credit*
Culinary Arts 1 covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs. Culinary Arts 2 covers state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus. ***Double Blocked Classes. Students will have the chance to earn a ServSafe Certification in this course.**

**Restaurant Cook**
*Grade: 11th*
*Prerequisites: 2.0+ GPA and Culinary Arts 1 & 2*
*Length: Year-Long*
*Credit: 1.0 each*
This course includes front-of-the-house and back-of-the-house duties, proper receiving and storage of food, and application of basic nutrition to menus and recipes. Content also includes the study of basic ingredients, and the preparation of fruits and vegetables in stocks, soups, salads and sandwiches, and an introduction to the bakery.
***Double Blocked Classes**. **Students will receive a college credit for this class through Pinellas Technical College if they have a 2.0+ GPA**

**Chef/Head Cook**
*Grade: 12th*
*Prerequisites: 2.0+ GPA and Restaurant Cook*
*Length: Year-Long*
*Credit: 1.0 each*
This course is a combination of classroom and hands-on instruction in the selection, purchasing and preparation of entrée items including meats, fish and poultry. Students will also examine career and advancement opportunities in professional cooking and baking. ***Double Blocked Classes. Students will receive a college credit for this class through Pinellas Technical College if they have a 2.0+ GPA.**

# EARLY CHILDHOOD EDUCATION PATHWAY ELECTIVES

**Early Childhood Education 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
This course includes competencies on childcare rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, and communication skills, principles of child nutrition and technology use; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.

**Child Care Worker**
*Grade: 10th-12th*
*Prerequisites: Early Childhood Education 1*
*Length: Year-Long*
*Credit: 1.0*
This course includes competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, history of school-age care, infant-toddler developmentally appropriate guidance activities, and observing and recording methods; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework. **Students with a 2.0+ GPA can earn Dual Enrollment college credit for this course.**

**Teacher Aide (Preschool)**
*Grade: 11th-12th*
*Prerequisites: Child Care Worker*
*Length: Year-Long*
*Credit: 1.0*
This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework. **Students with a 2.0+ GPA can earn Dual Enrollment college credit for this course.**

**Preschool Teacher**
*Grade: 12th*
*Prerequisites: Teacher Aide*
*Length: Year-Long*
*Credit: 1.0*
In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework. **Students with a 2.0+ GPA can earn Dual Enrollment college credit for this course. Important Note: Before exiting the program, students must pass all competency exams in the DCF training.**

# FINE ARTS/PRACTICAL ARTS ELECTIVES

## (1 CREDIT IS REQUIRED FOR GRADUATION)

**2-D Studio Art 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Student practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

**2-D Studio Art 2**
*Grade: 9th-12th*
*Prerequisites: 2-D Studio Art 1*
*Length: Year-Long*
*Credit: 1.0*
Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

**2-D Studio Art 3**
*Grade: 10th-12th*
*Prerequisites: 2-D Studio Art 2*
*Length: Year-Long*
*Credit: 1.0*
Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

**AP 2-D Art & Design**
*Grade: 10th-12th*
*Prerequisites: 2-D Studio Art 3 or teacher recommendation*
*Length: Year-Long*
*Credit: 1.0*
Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. **Student may earn college credit if appropriate score is earned on end of course advanced placement exam.**

**3-D Studio Art 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

**3-D Studio Art 2**
*Grade: 9th-12th*
*Prerequisites: 3-D Studio Art 1*
*Length: Year-Long*
*Credit: 1.0*
Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

**3-D Studio Art 3**
*Grade: 10th-12th*
*Prerequisites: 3-D Studio Art 2*
*Length: Year-Long*
*Credit: 1.0*
Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

**AP Art History**
*Grade: 10th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. **Student may earn college credit if appropriate score is earned on end of course advanced placement exam.**

**Creative Photography 1, 2, 3**
*Grade: 10th-12th*
*Prerequisites: 2-D or 3-D Studio Art 1*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials

**Digital Information Technology**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*
This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, social media, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. **Students will have the chance to earn a industry certification in Entrepreneurship & Small Business (INTUT002) and MTA:OS Fundamentals (MICRO076).**

**Digital Design 1, 2, 3**
*Grade: 10th-12th*
*Prerequisites: Digital Information Technology*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster. **Students will have the chance to earn a industry certification in Adobe Certified Professional in Visual Design (ADOBE024) and Adobe Certified Professional in Video Design (ADOBE023).**

**Guitar 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Orchestra 1, 2, 3, 4**
*Grade: 9th-12th*
*Prerequisites: None but courses will be taken in sequential order*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Journalism 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*
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.

**Chorus 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

**Dance Techniques 1,2,3,4**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

**Musical Theatre 1,2,3**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 each*
Musical Theater is for students that are interested in learning about acting, singing, and dancing. Students learn how to perform monologues, duet and ensemble scenes. They learn vocal and dance techniques. No experience is necessary. We produce dinner theater in the fall and the musical in the spring.

**AP Music Theory**
*Grade: 11th-12th*
*Prerequisites: Prospective students should be able to read and write musical notation and have basic performance skills with voice or an instrument*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.
***Student may earn college credit if appropriate score is earned on the end of course advanced placement exam.***

# FOREIGN LANGUAGE ELECTIVES

## (A MINIMUM OF 2 YEARS OF THE SAME FOREIGN LANGUAGE IS REQUIRED FOR ACCEPTANCE INTO A FLORIDA SUS UNIVERSITY AND TO QUALIFY FOR A BRIGHT FUTURES SCHOLARSHIP)

**Spanish 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
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.

**Spanish 2**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
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.

**Spanish 3**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Spanish 4**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing.

**Greek 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
Greek 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.

**Greek 2**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
Greek 2 reinforces the fundamental skills acquired by the students in Greek 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 Greek 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people continues.

**Greek 3**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
Greek 3 provides mastery and expansion of skills acquired by the students in Greek 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Greek 4**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
Greek 4 expands the skills acquired by the students in Greek 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**French 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
French 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.

# JOURNALISM AND MEDIA ELECTIVES

**Journalism 1**
*Grade: 9th-12th*
*Prerequisites: None but courses will be taken in sequence*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Journalism 1 fulfills 1 credit for Fine Art/Practical Art requirement*
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.

**TV Production Technology 1 & 2**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

**AICE Media Studies AS & A (Yearbook)**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
AICE Media Studies is the study of how media affects culture. Key areas of investigation are how media texts achieve meaning through camera shots, angles, movement, composition, editing, sound and mise-en-scène as well as how media represents gender, age, ethnicity, social groups, places, time periods and themes. Through creation of a foundation portfolio, learners also delve into genre, ideology, audience and the institutions who produce, market and distribute media texts. Learners also consider the political and social environment during which the narrative is created. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

# LEADERSHIP CONSERVATORY OF THE ARTS ACADEMY

**Leadership Skills Development**
*Grade: 9th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
**Required to earn Leadership Conservatory Credential**
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.

**Music Theory 1**
*Grade: 10th-11th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
**Required to earn Leadership Conservatory Credential**
The purpose of this course is to introduce and explore musical fundamentals as practiced in various historical periods. Emphasis will be placed on aural and notational skill development.

**Music Technology & Sound Engineering 1**
*Grade: 10th-11th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
**Required to earn Leadership Conservatory Credential**
Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performance may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

# BAND

**Band 3, 4, 5, 6/Instrument Techniques and Ensemble 2, 3, 4**
*Grade: 9th-12th*
*Prerequisites: None but courses will be taken in sequence*
*Length: Year-Long*
*Credit: 1.0 each (0.5 quality point added for 3rd and 4th year classes)*
This course provides students with instruction in the development of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium level band music, establishing appropriate tone production and performance techniques, identifying simple musical form and various styles, and formulating aesthetic awareness. ***Double Blocked Classes**

**Jazz Ensemble 1, 2, 3, 4**
*Grade: 9th-12th*
*Prerequisites: Audition or teacher recommendation*
*Length: Year-Long*
*Credit: 1.0*
The purpose of this course is to provide students with an introduction to styles and performance techniques of varied contemporary music and jazz literature. An emphasis will be placed on basic improvisation skills, tone production, and individual and ensemble performance. Content includes an emphasis on producing a characteristic tone, developing individual and ensemble techniques, improvising and refining an appreciation for the history of jazz.

**Music Techniques/Ensemble 1, 2** (Practice Period)
*Grade: 10th-12th*
*Prerequisites: Teacher recommendation*
*Length: Year-Long*
*Credit: 1.0*
Students with little or no experience in a vocal or instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

# DANCE/GUARD

**Eurhythmics 1,2,3,4/Dance Repertory 1, 2, 3, 4 (Guard)**
*Grade: 9th-12th*
*Prerequisites: None but courses will be taken in sequence*
*Length: Year-Long*
*Credit: 1.0 each*
This course will enable students to apply the basic performance techniques in movement sequences set to music. Students will display knowledge of basic rhythms, meter, tempo and form. This course will provide students with the opportunity to choreograph and perform solo movement sequences set to music in a given style. Students will display knowledge of terminology related to music and movement. Emphasis will be on individual creativity and develop the ability to evaluate the appropriateness and general effects of individual and ensemble performances. ***Double Blocked Classes**
A. Courses may require students' insurance for after-school rehearsals and off-school site concerts.
B. May require mandatory after-school rehearsals and performances as part of the criteria for grades.

**Dance Techniques 1,2,3,4**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

# ORCHESTRA

**Orchestra 1, 2, 3, 4**
*Grade: 9th-12th*
*Prerequisites: None but courses will be taken in sequential order*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

# CHORAL

**Chorus 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*
This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

**Vocal Ensemble (Sophisticated Ladies)**
*Grade: 9th-12th*
*Prerequisites: Audition or teacher recommendation*
*Length: Year-Long*
*Credit: 1.0*
Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**Vocal Techniques (Syndicated Sound)**
*Grade: 9th-12th*
*Prerequisites: Audition or teacher recommendation*
*Length: Year-Long*
*Credit: 1.0 each*
Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. ***Double Blocked Classes**

**Musical Theatre 1,2,3**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 each*
Musical Theater is for students that are interested in learning about acting, singing, and dancing. Students learn how to perform monologues, duet and ensemble scenes. They learn vocal and dance techniques. No experience is necessary. We produce dinner theater in the fall and the musical in the spring.

# PE ELECTIVES

**HOPE (Health Opportunities through Physical Education)**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
*Graduation Requirement: Fulfills HOPE and online class requirement*
The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol/Tobacco/Drug Prevention, Human Sexuality including Abstinence and HIV, and Internet Safety.

**Weight Training/Power Weight Training 1, 2, 3**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

**Basketball 1, 2**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
Students begin with the basics/fundamentals, stance/triple threat and progress through to more advanced skills dribbling, passing, defense, shooting, rebounding and more. Each class is curriculum based and will build upon the skills and concepts learned in the previous class(es). Children will also learn key basketball rules, terminology and vocabulary.

**Volleyball 1, 2**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
This course is designed to develop/teach basic skills and knowledge in the game of Volleyball. Students will learn fundamental skills and rules in order to enhance their knowledge, performance, and understanding for the game of Volleyball.

**Team Sports 1, 2**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

# VETERINARY SCIENCE ACADEMY

**Veterinary Assistance 1, 2, 3, 4, 5**
*Grade: 9th-12th*
*Prerequisites: None but courses will be taken in sequence*
*Length: Year-Long*
*Credit: 1.0*
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster.
The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. The program also provides supplemental training for persons previously or currently employed as veterinary assistants.
***11th and 12th Grade courses are double blocked**

**Advanced Concepts of Agriculture**
*Grade: 12th*
*Prerequisites: Veterinary Assistance 1-4*
*Length: 1 Semester*
*Credit: 0.5*
The purpose of this course is to provide students who have completed or are currently completing a specific secondary job preparatory program, a capstone experience in agriscience education. This course is designed to enhance competencies in the areas of agricultural science and research; biological and physical science; environmental principles; and principles of leadership. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment

**Agriculture Food Natural Resource, Directed Study**
*Grade: 12th*
*Prerequisites: Veterinary Assistance 1-4*
*Length: 1 Semester*
*Credit: 0.5*
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster. The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Agriculture, Food and Natural Resources cluster that will enhance opportunities for employment in the career field chosen by the student.

# OTHER ELECTIVES

**Blueprint for Professional Success**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
The purpose of this course is designed to prepare students for the workplace in the twenty-first century. The course includes developing human resources, work ethics, decision making, balancing work and family, as well as other skills. These skills are often referred to as "business skills". Exploration of a variety of careers is highly recommended through a job shadowing experience. Development of a portfolio will provide a personal file and organizational tool for the student to transfer knowledge to a real life experience. Business/health/human and public services/ community/ technology partnerships are essential to provide current workplace practices. Planned and supervised job shadowing experiences must be provided through one or more of the following: (1) directed workplace experiences (2) student projects (3) simulations (4) outside of class explorations. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, materials and technology appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of current equipment and technology, such as personal computers, software, and multi-media platforms.

**Driver Education/Traffic Safety**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
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: 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, and the effects of alcohol and other drugs on driving performance. There is a driving portion of this course that is done in a closed empty parking lot.

**English Language Development**
*Grade: 9th-12th*
*Prerequisites: None- students are automatically placed based on ELL ACCESS testing scores*
*Length: Year-Long*
*Credit: 1.0*
The purpose of this course is to provide students are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literacy and informational text encompassing the broad range of text structures, genres, and levels of complexity.

**Intensive Reading 1, 2, 3, & 4**
*Grade: 9th-12th*
*Prerequisites: None- students are automatically placed based on FSA reading score*
*Length: Year-Long*
*Credit: 1.0*
The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills, so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

**Personal Finance Literacy**
*Grade: 10th - 12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
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.

**Principles of Food Prep**
*Grade:10th-12th*
*Prerequisites: None*
*Length: 1 Semester*
*Credit: 0.5*
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster. The content includes but is not limited to preparing students to understand the principles of food, selection and storage, basic food preparation, and selection of food services.

**Senior Survival**
*Grade: 12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
This program offers skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster. The content includes but is not limited to food preparation and nutrition, housing, consumer and personal finance, apparel selection and care, parenting skills, healthy relationships, leadership skills, and employability skills.

**AP Human Geography**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Global Perspectives & Research AS**
*Grade: 10th-11th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
***Must be in the Cambridge Program. A passing score on the end of course Cambridge exam is a requirement for the Cambridge Diploma.*** AICE Global Perspectives and Research is the bottleneck through which all AICE candidates must pass through. The course is designed to study large, complex, global issues from a variety of perspectives with the goal of passing 3 exams. Paper 1 is given in May and has the students deconstructing articles to compare their arguments and weigh their respective strengths and weaknesses. Paper 2 is a 2000-word essay answering a question of the student's choosing on a global topic with multiple themes/perspectives that is submitted during the school year. Paper 3 is a team project with multiple components; an 8-minute videotaped individual presentation in class, a PowerPoint, an 800-word reflection paper with the group's solution(s) and a transcript of the videotaped presentation, all of which is submitted during the school year, like Paper 2.

**AICE Psychology 1 AS**
*Grade: 10th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
AICE Psychology aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes a detailed review and investigation of several important research studies (12 specific studies). The syllabus uses a wide variety of assessment techniques that will allow learners to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge. The key concepts and primary objective on which this syllabus is built are as follows: Nature versus nurture, ethics in psychological research, the need for research constraints and the use of some research techniques. No one view in psychology is definitive: Psychological theories are developed by posing hypotheses which are then tested through research. The relevance of psychology in contemporary society is a primary focus and students are expected to be able to critically think about real life issues that may affect human behavior and society. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Psychology 2 AL**
*Grade: 11th-12th*
*Prerequisites: AICE Psychology 1 AS*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
Cambridge International A Level Psychology builds on the knowledge gain from the AS Psychology level and is designed to give students an understanding of psychological concepts, theories and research methodology. This syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes: a review of several important research studies and an opportunity to look at the ways in which psychology has been applied. The syllabus uses a wide variety of assessment techniques that will allow learners to show what they know, understand and can do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

# DUAL ENROLLMENT CLASSES OFFERED AT TSHS

## (CREDIT WILL BE RECEIVED THROUGH ST. PETERSBURG COLLEGE)

**The College Experience (SLS1101)**
*Grade: 11th-12th*
*Prerequisites: 11th grade- 2.5+ GPA, 12th grade- 2.0+ GPA*
*Length: 1 Semester*
*Credit: 0.5*
*Graduation Requirement: Fulfills Acceleration credit*
This course is designed to strengthen skills essential to success in college, with further applications to post-college plans. Included are study and test-taking strategies; effective interpersonal skills; time management techniques; creative and critical thinking skills; college services and resources; educational policies, procedures, regulations and terminology; and library resources, research strategies, and information skills for online, blended, and traditional learning environments. Students testing into one or more college prep courses are required to take SLS 1101. **This class is offered at Tarpon Springs High School through SPC. The grade for this course is a college credit.**

**Intermediate Algebra (Dual Enrollment MAT1033)**
*Grade: 11th-12th*
*Prerequisites: Appropriate score on the Math PERT test*
*Length: 1 Semester*
*Credit: 0.5 credit with 1 full quality point*
*Graduation Requirement: Fulfills 0.5 credit towards Math subject area.*
This course is designed for students who require additional skills in algebra before taking MAC 1105, MGF 1106 or MGF 1107. The major topics include sets and real numbers, linear equations and inequalities with applications, polynomials and factoring, algebraic fractions, exponents, roots and radicals, quadratic equations, relations and functions, graphs and systems of linear equations with applications. This course does not apply toward the associate in arts degree,but does count as an elective course. It will satisfy 0.5 credit of math at the high school level. **This class is offered on campus at Tarpon Springs High School and the course grade will be an SPC college credit.**

# *POTENTIAL NEW COURSE OFFERINGS FOR 2024-2025*

**AICE Classical Studies**
*Grade:10th-11th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
AICE Classical Studies involves the study of the civilizations of Greece and Rome in the Classical period. The topics allow candidates to survey the culture, literature, history and politics of the Classical period as well as studying significant individuals.
**Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**
*AICE Exam will be in November the school year AFTER this class is taken

**AICE Drama**
*Grade:10th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
AICE Drama encourages learners to develop their skills in performing, devising, and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create, and interpret as well as to become skilled, well-informed, and reflective theatrical practitioners who enjoy drama.
**Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Music**
*Grade:10th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
AICE Music encourages learners to develop their musical skills in a variety of music styles and traditions and build on their musical interests. Learners are encouraged to listen, compose, and perform with understanding, analysis, and confident communication. They learn to become independent and critical thinkers.
**Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Physical Education**
*Grade:10th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
AICE Physical Education is both practical and theoretical, covering anatomy and physiology, movement skills, and contemporary studies in sports. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance.
**Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Spanish Language AS**
*Grade:10th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
AICE Spanish Language AS enables learners to achieve greater fluency, accuracy, and confidence in the language as it is spoken and written, and improve their communication skills.
**Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Thinking Skills**
*Grade: 10th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0 credit with 1 full quality point*
AICE Thinking Skills develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real-world issues. The course enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments. These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or into professional employment.
**Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**Pre-AICE Chemistry 2**
*Grade: 11th* or *12th*
*Prerequisites: Pre-AICE Chemistry*
*Length: Year-Long*
*Credit: 1.0 credit with 0.5 quality point*
*Graduation Requirement: Fulfills 1 credit towards Science subject area*
Pre-AICE Chemistry 2 is the second year and continuation of Pre-AICE Chemistry. The second year is great for students who are interested in going into the science field; especially the medical or veterinary fields. Cambridge IGCSE Chemistry course enables learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International AS Level, skills which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

**Intermediate Algebra (Dual Enrollment MAT1033)**
*Grade: 11th-12th*
*Prerequisites: Appropriate score on the Math PERT test*
*Length: 1 Semester*
*Credit: 0.5 credit with 1 full quality point*
*Graduation Requirement: Fulfills 0.5 credit towards Math subject area.*
This course is designed for students who require additional skills in algebra before taking MAC 1105, MGF 1106 or MGF 1107. The major topics include sets and real numbers, linear equations and inequalities with applications, polynomials and factoring, algebraic fractions, exponents, roots and radicals, quadratic equations, relations and functions, graphs and systems of linear equations with applications. This course does not apply toward the associate in arts degree,but does count as an elective course. It will satisfy 0.5 credit of math at the high school level. **This class is offered on campus at Tarpon Springs High School and the course grade will be an SPC college credit.**

**French 1**
*Grade: 9th-12th*
*Prerequisites: None*
*Length: Year-Long*
*Credit: 1.0*
French 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.