

PALM HARBOR UNVERSITY

HIGH SCHOOL

**1900 OMAHA STREET**

**PALM HARBOR, FL. 34683**

**(727) 699-1131 | http://www.phuhs.org**

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| **GENERAL INFORMATION** | | |
| **Administrators** | **Responsible For** | **Email Address** |
| **Teresa L. Patterson** | **Principal** | [**pattersont@pcsb.org**](mailto:pattersont@pcsb.org) |
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| **Counselors** | **Responsible For** | **Email Address** |
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**GENERAL INFORMATION CONTINUED**

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| **STUDENT SCHEDULES**  Course requirements, past performance, and future goals are factors students need to consider when planning  for next year’s classes. Guidance counselors will register students for core academic courses based upon their  academic history, test scores and teacher recommendations. Students identify their first and second elective  choices: however, the selection of electives may be dictated by assessment scores and special program  requirements.    **PARENT/TEACHER COMMUNICATION**  If a student is experiencing a problem in a course, the best solutions are (1) a result of direct communication  between the student, and teacher (2) communication between the student, parent, and teacher. Please call  or email the instructor with your concerns and allow at least 48 hours for a response. Utilizing Portal is easy  way for parents to monitor their students’ progress in a course. Parents may also arrange for a conference to  meet with the students’ teachers. This may be arranged through the student’s guidance counselor.    **SCHEDULE CHANGES**  Once the semester begins, changes to your schedule may be made only for the following reasons: computer  error, lack of prerequisite for the course, requirement for graduation or college admission, course credit already  earned, balancing classes for class size, elimination of a course or section offering, scheduling conflicts. Student  schedules will not be changed based on preference of a different teacher, class period or lunch time. |  |

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| **GRADING, GPA AND PROMOTION** | | |
| |  |  | | --- | --- | | **Grading Scale**  A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = Below 60 | **Final Grades**  The final grade in high schools offering the 7 period  schedule is a semester grade. It is determined by  giving equal value to each of the grades for each of  the marking periods and the final exam.  G + G+ E/3 = semester grade | | | |
| **Cumulative Grade Point Average (GPA)**  Cumulative Grade Point Averages are based on final grades only. This average is computed by  dividing the total number of quality points earned by the total number of courses attempted. | | |
| **Unweighted**  (The GPA used for graduation  and course requirements) | **Weighted Courses**  (Honors Courses) | **Weighted Courses**  (Advanced Placement [AP],  Dual Enrollment courses) |
| A= 4.0  B= 3.0  C= 2.0  D= 1.0  F= 0.0 | |  |  | | --- | --- | | Class of 2017 and Beyond  A= 4.5  B= 3.5  C= 2.5  D = 1.0  F = 0.0 |  | | Class of 2017 and Beyond  A= 5.0  B= 4.0  C= 3.0  D= 1.0  F= 0.0 |
| **HIGH SCHOOL GRADE LEVEL PLACEMENT** | | |

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| **TO MOVE FROM:** | **STUDENTS MUST: STUDENT MUST PASS THESE**  **COURSES:** |
| Gr 9 → Gr 10 | Earn 6 credits and credits must include → English  complete 1 year of Math  high school Science  Social Studies |
| Gr 10 →Gr 11 | Earn 12 credits and credits must include → 2 in English  complete 1 year of 2 in Math  high school 2 in Science  2 in Social Studies |
| Gr 11 →Gr 12 | Earn 17 credits and credits must include→ 3 in English  complete 1 year of 3 in Math  high school min 2 required credits in Science  min 2 required credit in Social Studies |

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| AP CAPSTONE |
| **Discovery, Research, Distinction** |
| AP Capstone is an innovative diploma program that helps students stand out in the college admissions process by developing the critical skills needed to succeed in college and in life. Students take AP Seminar, a course that develops analytic and inquiry skills, in 10th or 11th grade followed by AP Research, a course that engages students in independent research project on a topic of their interest.  To receive the AP Capstone Diploma students must earn scores of 3 or higher on the AP Seminar and AP Research exams and on four additional AP Exams of their choosing. The AP Seminar and research Certificate is awarded for scores of 3 or higher on the AP Seminar and AP Research Exams only.  This challenging program helps students deepen their passion for learning, gives them greater confidence in their academic skills, and provides a broader perspective on the world.  For more information, visit [WWW.collegeboard.org/apcapstone](http://WWW.collegeboard.org/apcapstone) and talk to your guidance counselor. |
| AP RESEARCH |
| **Discovery, Research, Distinction** |
| **AP CAPSTONE SEMINAR-Quality Point**  Grade 11  Credit 1  AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, student’s practice.  **AP CAPSTONE RESEARCH-Quality Point**  Grade 12  Credit 1  AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. **Distinction** |

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| Palm Harbor University High School Programs |
| Center for Medical Wellness Professions |
| The Center for Medical Wellness Professions at Palm Harbor University High School is an academically rigorous program in which students may participate in honors or Advanced Placement (AP) level courses in math, science, social studies or language arts. In addition, students in this program participate in elective courses which may include technology, world language, or other honors and AP level academic electives. Students who typically do well in this program earn mostly As and Bs on their report cards, maintaining a 2.0 average and earn proficient scores on their FSA mathematics and language arts annual assessments. Students new to Pinellas County Schools who do not have an FSA score, can look at their standardized test scores from their previous school to determine if they have at least a 4 stanine or higher in both reading/language arts and mathematics.  Once enrolled in the program, students must attend all classes regularly, maintain a minimum unweighted GPA of 2.0 in 9th grade, 2.3 in 10th grade and 2.5 in 11th and 12th grades as well as abide by the Code of Student Conduct. Falling below these expectations may result in placement on probation and/or dismissal from the program. Please review the District Application Program Procedures available on the Pinellas County Schools website for further information. |
| **Points of Pride:**   * Five students from this program have been valedictorians at PHUHS * Seniors take part in clinicals in the community * Several recent graduates received appointments to the United States Military Academy at West Point and the U.S. Air Force Academy * Students have maintained an average of 3.3 and above * One National Achievement Award winner, 2008 * Four National Merit semifinalist, 2008 * Regional, State and National place winners in HOSA competitions * Medical Magnet Computer Laboratory * 95% of the program graduates quality for Bright Futures Scholarship programs * High level of participation in Health Occupations Students of America, 300+ members * Faculty that includes National Board-Certified instructors, former Educators of the Year finalists * Professional Advisory Board provides direction on industry standards and advancements * Outstanding Parent Medical Magnet Boosters Organization * More than 100,000 hours of volunteer hours completed by seniors |

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| International Baccalaureate Program (IB) |
| The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. |
| **Points of Pride:**   * International Diploma recipient percentage is one of the highest in the world * National Merit commended scholars, semifinalists and finalists consistently recognized * Graduates are accepted in outstanding institutions of higher learning world-wide * Teachers receive numerous awards and accolades such as “Teacher of the Year” * IB students donate at least 225 hours of service to the community over four years * IB students are leaders in the school, participate in sports, hold offices in student government and clubs * Annual traditions include Senior Celebration, Junior Class Pinning, Sophomore Breakfast, and Freshman Social * The IB Booster organization supports teachers and students with activities and funding |
| Career Academy of Business Administration and Management (CABAM) |
| The Career Academy of Business Administration and Management is a career/college preparatory program which provides students with the opportunity to learn practical business skills and earn industry certifications. The 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 Business, Management, and Administration career cluster. The program provides technical skill proficiency and competency-based applied learning that contributes to the academic knowledge, higher-order rea­soning and problem-solving skills, work attitudes, general employment skills, technical skills, occupation-specific skills, and knowledge of all aspects of the Business, Management, and Administration career cluster.  CABAM is officially recognized as an Academy of Distinction.  **In short, CABAM will give you a head start on college & careers in high skill, high wage, and high demand areas.**  **CABAM Values: PRIDE3 ◦Professionalism ◦Results ◦Integrity ◦Diversity ◦Education ◦Engagement ◦Excellence** CABAM is not a magnet program. It is only available for students enrolled at Palm Harbor University High School. |

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| **AVID** |
| **COLLEGE PREP PROGRAM** |
| AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.  Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness that is scheduled as a year-long course. Each week, students receive instruction utilizing 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  At the high school level, AVID students are enrolled in their school's toughest classes, such as Advanced Placement®, 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 I:** Grade Level 9  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 II:** Grade Level 10  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 III:** Grade Level 11  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 IV:** Grade Level 12  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. |

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| Your Path to an AA Degree at Palm Harbor University 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* | | | |
| AA Degree  Credit  Requirements | AA Subject Area Requirements | Course Options | Location |
| **Communications**  **Requirements**  **(9 credits)** | **Writing/Composition 1 – Core (6000 words)**  *1 course from this group* | AP English Language or Literature (Exam score 3+) | PHUHS |
| ENC 1101 Composition I | PHUHS |
| **Literature/Composition 1 – Core (6000 words)**  *1 course from this group* | AP English Language or Literature (Exam score 4+) | PHUHS |
| ENC 1102 Composition II | PHUHS |
| **Speech (2000 words)**  *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)** | AP Art History (Exam score 3+) | PHUHS |
| **Humanities B – Other (2000 words)**  *1 course from this group* | REL 2300 World Religions\* | SPC |
| AP Art History (Exam score 3+) | PHUHS |
| **College Math (6 credits)** | **College Level Math**  *2 courses from this group* | AP Calculus AB or BC (Exam score 3+) | PHUHS |
| MAC 1105 College Algebra | PHUHS |
| STA 2023 Statistics | 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 | SPC |
| *Topic options include: General, Business & Professional, Healthcare, Public Safety* |
| **Social and Behavioral Science**  **(6 credits)** | **American Government (2000 words)** | POS 2041 American National Government | SPC |
| AP US Government/POL (Exam 3+) | PHUHS |
| **Social & Behavioral Science**  **(2000 words)**  *1 course from this group* | AP Psychology (Exam 3+) | PHUHS |
| AP US History (Exam score 4+) | PHUHS |
| AMH 2010 History of the United States I  (to 1865) | SPC |
| AMH 2010 History of the United States II  (from 1865) | SPC |
| SYG 2000 Introduction to Sociology | SPC |
| **Natural Science (minimum 6 credits including a lab)**  L*ab requirement is met by any course ending with an* *L or* C | **Natural Sciences A – Core**  *1 course from this group*  *(note the science majors listed to assist in proper selection of science course – courses without a major listed are for non-science (majors)* | AP Biology (Exam score 3+) | PHUHS |
| AP Biology (Exam score 4+) | PHUHS |
| AP Chemistry (Exam score 4+) | PHUHS |
| AST 1002 Universe: The Infinite Frontier | SPC |
| ESC 100C Earth Science w/Lab | SPC |
| EVR 1001C Intro to Environmental Science | SPC |
| PHY 2048 / 1048L Physics I w/ Lab | SPC |

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| Your Path to an AA Degree at Palm Harbor University High School cont.. | | | |
| *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* | | | |
| **Natural Science (minimum 6 credits including a lab)**  L*ab requirement is met by any course ending with an* *L or* C  cont. | **Natural Sciences B – Other**  *1 course from this group*  *(note the science majors listed to assist in proper selection of science course – courses without a major listed are for non-science majors)* | AP Biology (Exam score 5) | PHUHS |
| AP Chemistry (Exam score 5) | PHUHS |
| BSC 2086L Human Anatomy & Physiology II w / Lab | SPC |
| CHM 2210 / 2210L Organic Chemistry I w / Lab | SPC |
| CHM 2211 / 2211L Organic Chemistry I w / Lab | SPC |
| HUN 1201 Science of Nutrition | SPC |
| MET 2010 Introductory Meteorology | 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). | | | |

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| ADDITIONAL INFORMATION REGARDING 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 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. |
| 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. |

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| ADDITIONAL CREDITS THAT CAN BE EARNED AT PHUHS 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 World Language Exam scores 3** | **Credit for one semester of intermediate language course** |
| **AP World Language Exam scores 4+** | **Credit for two semester of intermediate language course** |
| **AP Capstone Exam score 3+** | **Credit for an IDS course as defined by SPC** |
| **AP Human Geography Exam 3+** | **Credit for GEO 1400 or GEO 1420** |
| **AP Environmental Science Exam score 3+** | **Credit for ISC 1051** |
| **AP World History Exam score 3+** | **Credit for WHO X022** |
| **AP Music Theory Exam score 3+** |  |

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| CAREER AND TECHNICAL EDUCATION GRADUATION PATHWAY OPTION |
| Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option.  To earn a standard high school diploma through this pathway option, a student must:  1. Successfully complete a minimum of 18 credits  2. Have a minimum, cumulative GPA of at least a 2.0 on a 4.0 scale  3. Meet the requirements of:  • 4 English credits (including the statewide grade 10 Reading assessment, or the grade 10 ELA  assessment, or earn a concordant score)  • 4 Math credits (including the statewide Algebra I EOC assessment or earn a comparative score)  • 3 Science credits  • 3 Social Studies credits  4. Complete two credits in Career and Technical Education. The courses must result in a program  completion and an industry certification.  5. Complete two credits of electives including one-half credit in Personal Financial Literacy Honors or  Economics with Financial Literacy |

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| GRADUATION REQUIREMENTS |
| **Graduating Class of 2021 and beyond**  **Students Entering Grade Nine in or after the 2016-2017 School Year** |
| |  |  | | --- | --- | | **Subject Area & Testing** | **24 Credit Standard Diploma Option** | |
| |  |  | | --- | --- | | **English & Language Arts** | **4 Credits:**  ELA I, II III, IV  ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement | |
| |  |  | | --- | --- | | **Mathematics** | **4 Credits:**  One of which must be Algebra I and one of which must be Geometry  Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) | |

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| |  | | --- | | **Social Studies** 3 Credits   * 1 credit in World History * 1 credit in US History * .5 credit in US Govt. * .5 credit in Economics with Financial Literacy | | | |
| |  | | --- | | **Fine and Performing Arts**  1 Credit  Course Options:  Art, drama, music, Digital Information Technology, and Digital Design | | | |
| |  | | --- | | **Physical Education** 1 credit physical education course with an integration of health (HOPE) | | | |
| **Personal Financial Literacy** .5 credit  GRADUATION REQUIREMENTS cont. | | |
| |  | | --- | | **Statewide Assessments Students must pass the following**   * 10th grade state standardized reading assessment (or ACT/SAT concordant score) * Algebra I End-of-Course (EOC) or a comparative score on the PSAT/ACT/SAT | | | |
| **EOC Assessments Students must participate in the EOC assessments and the**  **following constitute 30 percent of the final course grade in**  **the following subjects:**   * Algebra I (must pass with a level 3 or higher) * Geometry * US History * Biology | | |
| Florida students entering grade 9 may choose from one of four options to earn a **standard diploma** | * 24 credit program\* * 18-credit Academically Challenging Curriculum Enhanced Learning (ACCEL) option | |
| Students may earn one or more designations on their high school standard diploma – Scholar designation and Merit designation | | |
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| **Scholar Designation** | | In addition to the requirements of s. **1003.4282,** order to earn the Scholar designation, a student must satisfy the following requirements:  **1. Mathematics-** earn one credit in Algebra II, one credit in statistics or an equally rigorous course, pass the Geometry statewide, standardized assessment.  **2. Science-** pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. **1007.27(2)** meets the requirement of this subparagraph without having to take the statewide, standardized Biology I EOC assessment.  **3. Social Studies-** pass the statewide, standardized United States History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.  **4. Foreign Language-** earn two credits in the same foreign language.  **5. Electives-** earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or Dual Enrollment course. |
| **Merit Designation** | | In addition to the requirements of s. **1003.4282**, in order to earn the Merit designation, a student must:  **1.** Attain one or more industry certifications from the list established under s. **1003.492.**  **2.** Students and parents shall be provided information about diploma designations through an online education and career planning tool, which allows students to monitor their progress toward the attainment of each recommendations to the Legislature regarding the establishment of additional designations. |
| COLLEGE AND CAREER READINESS | | |
| **Definition**  Students are considered college and career ready when they have the knowledge, skills, and academic preparation (Word) needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement.  **Skills**  Students who succeed in higher education and the workforce tend to demonstrate a maturity that is evidenced by the following observable dispositions and behaviors which have been identified by Florida postsecondary faculty as well as business and industry leaders:  • Effective communication skills  • Critical thinking and analytical skills  • Good time management skills  • Intellectual curiosity  • A commitment to learning  **Academic Preparation**  To be considered for admission to a degree program in a Florida postsecondary institution all students must, at minimum, possess a standard high school diploma or its equivalent as defined in Florida statutes and State Board of Education rule. Additionally, for students to attain the knowledge, skills, and abilities sufficient to support “college and career” ready standards, it is recommended that all currently enrolled Florida secondary students successfully complete a minimum of 16 high school credits in core content areas that include:  • 4 credits in mathematics including Algebra 1, Geometry and Algebra 2  • 4 credits in English that include grammar, writing, and literature  • 3 credits in science that include the physical, life and earth space sciences | | |

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| **\*** **Digital Information Technology (8207310**) | |
| **Course #** | 8209020 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and workplace proficiency in an information-based society. This also includes proficiency with computers using word processing applications, databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards. The appropriate soft skills for developing and maintaining professional business relationships will also be covered. | |

**BUSINESS MANAGEMENT AND ANALYSIS PROGRAM**

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| **Q Business and Entrepreneurial Principles** | |
| **Course #** | 8215120 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Computing for College and Careers or Introduction to Information Technology |
| **Credit** | 1 |
| 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. | |

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| **Q Legal Aspects of Business** | |
| **Course #** | 8215130 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Computing for College and Careers or Introduction to Information Technology |
| **Credit** | 1 |
| This course provides 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. | |

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| **Business Education Directive Study** | |
| **Course #** | 8200100 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Student MUST be a program completer or concurrently enrolled in a job preparatory program. |
| **Credit** | Multiple Credits |
| This course is designed to provide students with additional competencies in a Business Technology Education program that will enhance students’ opportunities for employment in the occupation chosen by the student. The content is prescribed by the instructor based upon the individual student’s assessed needs for the directed study. | |

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| **Q Accounting Applications 1** | |
| **Course #** | 8203310 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Computing for College and Careers or Introduction to Information Technology. Course name change to “Digital Information Technology”. Content has been updated. For more details visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT\_2016-17.rtf. |
| **Credit** | 1 |
| This course provides instruction in double-entry accounting. This includes principles of recording business transactions, the preparation of various documents, and the interpretation of financial statements. The use of computers is required. | |

**DIGITAL DESIGN PROGRAM (8209600)**

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| **\*Digital Design 1** | |
| **Course #** | 8209510 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Replaced with Digital Information Technology (8207310). This course was part of Digital Design (8209600). |
| **Credit** | 1 |
| This course is designed to develop entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design and measurement activities; decision making activities, and digital imaging. | |

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| **Q \*Digital Design 2** | |
| **Course #** | 8209520 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Digital Design 1 |
| **Credit** | 1 |
| This course continues the development of entry-level skills for careers in the digital publishing industry. The content includes computer skills: digital publishing operations; layout, design, and measurement activities; and digital imaging. | |
| *\*Quality Points approved for the first time in December 2009, for courses already existing in the course code directory, become effective with the 2010-2011 entering ninth grade class and subsequent years. (see district policy 5420.03, Final Grades, (H) Honors Quality Points)*  ***Note:*** *Students* ***not*** *enrolled in the 2010-2011 entering ninth grade class may* ***not*** *receive quality points for these courses.* | |

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| **Q \*Digital Design 3** | |
| **Course #** | 8209530 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Digital Design 2 |
| **Credit** | 1 |
| This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities. | |

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| **Q \*Digital Design 4** | |
| **Course #** | 8209540 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Digital Design 3 |
| **Credit** | 1 |
| This course is designed to develop advanced industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment, including digital video cameras and video/audio editing software. | |

**HOSPITALITY AND TOURISM PROGRAM**

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| **Introduction to Hospitality and Tourism** |
| **Course #** 8850110 |
| **Grade Level** 9-12 |
| **Length**  1 year |
| **Prerequisite** None |
| **Credit** 1 |
| **Course Description:**  The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry. |
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| **Technology for Hospitality & Tourism** | |
| **Course #** | 8703110 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Introduction to Hospitality and Tourism |
| **Credit** | 1 |
| This course is designed to provide an introduction to computers and to develop entry-level skills for computer-related careers in the travel and tourism industry. | |

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| **Hospitality and Tourism Marketing Management** |
| **Course # 8703120** |
| **Grade Level** 9-12 |
| **Length**  1 year |
| **Prerequisite Technology for Hospitality and Tourism** |
| **Credit** 1 |
| **Course Description:**  This program prepares students for employment in management positions in the hospitality industry and/or to provide supplemental training for persons previously or currently employed in these occupations. The hospitality industry as addressed in this program includes the hotel, motel, bed and breakfast, resort, club, marina, and other lodging organizations. The content includes but is not limited to customer service, management and supervisory development, management theory, hospitality attitude, guest experience, decision making, organization, communications, human relations, leadership training, personnel training, security, sanitation, food and beverage management, sales, hotel accounting, housekeeping, energy management, maintenance and engineering, marketing, property, resort, and convention management, applicable local, state, and federal laws and asset management. |

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| **Hospitality and Tourism Internship** | |
| **Course #** | 8845130 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Introduction to Hospitality and Tourism |
| **Credit** | 1 |
| The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Hospitality & Tourism cluster that will enhance opportunities for employment in the career field chosen by the student. | |

**Recreation, Entertainment and Sports**

**Marketing Program**

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| **Recreation, Entertainment & Sports Marketing Essentials** | |
| **Course #** | 8827410 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Recommend Digital Information Technology/Computing for College and Careers/Introduction to Information Technology |
| **Credit** | 1 |
| The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and entertainment marketing and selling are also included. | |

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| **Recreation, Entertainment & Sports Marketing Management Honors** | |
| **Course #** | 8827430 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Sport Recreation, and Entertainment Applications OR Marketing Applications |
| **Credit** | 1 |
| This course provides instruction for career sustaining level employment in the sport, recreation, and entertainment industry. The content includes applied skills related to the sport, recreation, and entertainment marketing functions and industries including employment skills required for success in sport, recreation, and entertainment and career planning as related to the sport, recreation and entertainment industry. | |

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| **Recreation, Entertainment & Sports Marketing Applications** | |
| **Course #** | 8827420 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Sport, Recreation, and Entertainment Essentials OR Marketing Essentials |
| **Credit** | 1 |
| This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills and attitudes required for employment in a wide variety of sport, recreation and entertainment marketing occupations. | |

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| **Recreation, Entertainment & Sports Marketing Internship** | |
| **Course #** | 8827440 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Sport Recreation, and Entertainment Applications OR Marketing Applications |
| **Credit** | 1 |
| The Sport, Recreation, and Entertainment Internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation. | |

**TELEVISION PRODUCTION PROGRAM**

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| **Digital Media Fundamentals** | |
| **Course #** | 9005110 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| The purpose of this program is to prepare students for initial employment as television production operators, television broadcast technicians, camera operators, other professional/paraprofessional technicians, video recording engineers, and audio recording engineers.  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.  The content includes, but is not limited to, communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of television studio activities (e.g., scripts, lighting, shooting and directing, electronic news gathering, and field production). | |

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| **Digital Media Production Systems** | |
| **Course #** | 9005120 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Digital Media Fundamentals |
| **Credit** | 1 |
| The purpose of this program is to prepare students for initial employment as television production operators, television broadcast technicians, camera operators, other professional/paraprofessional technicians, video recording engineers, and audio recording engineers.  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.  The content includes, but is not limited to, communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of television studio activities (e.g., scripts, lighting, shooting and directing, electronic news gathering, and field production) | |

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| **Digital Media Delivery Systems** | |
| **Course #** | 9005130 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | **Digital Media Production Systems** |
| **Credit** | 1 |
| The purpose of this program is to prepare students for initial employment as television production operators, television broadcast technicians, camera operators, other professional/paraprofessional technicians, video recording engineers, and audio recording engineers.  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.  The content includes, but is not limited to, communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of television studio activities (e.g., scripts, lighting, shooting and directing, electronic news gathering, and field production). | |

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| **Advanced Digital Media Systems** | |
| **Course #** | 9005140 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | **Digital Media Delivery Systems** |
| **Credit** | 1 |
| The purpose of this program is to prepare students for initial employment as television production operators, television broadcast technicians, camera operators, other professional/paraprofessional technicians, video recording engineers, and audio recording engineers.  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.  The content includes, but is not limited to, communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of television studio activities (e.g., scripts, lighting, shooting and directing, electronic news gathering, and field production). | |

**COMPUTER SCIENCE PRINCIPLES PROGRAMS**

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| **Foundations of Programming Honors** | |
| **Course #** | 9007210 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | none |
| **Credit** | 1 |
| This course introduces concepts, techniques, and processes associated with computer programming and software development. | |

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| **Q AP Computer Science A** | |
| **Course #** | 0200320 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. | |

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| **Q AP Computer Science Principals** | |
| **Course #** | 0200335 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| 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. | |

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

**SINGLE CLASS**

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| **Personal Finance and Money Management Honors** | |
| **Course #** | 2102373 |
| **Grade Level** | 9th-12th |
| **Length** | Semester |
| **Prerequisite** | None |
| **Credit** | .5 |
| In Personal Finance and Money Management Honors, instructional time will emphasize seven areas:  (1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making;  (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options;  (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services;  (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions;  (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans;  (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk;  (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance | |

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| **Some drama/theatre courses may require student insurance due to after-school rehearsals and off-school concerts. Some music courses may require mandatory after-school rehearsals and performances as part of the criteria for grading. Students interested in participating in any music course should check with the instructor to determine the requirements of the course.** |

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| **\*Theatre 1** | |
| **Course #** | 0400310 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| This year-long, foundational class, designed for students with little or no theatre experience, promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art. | |

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| **\*Theatre 2** | |
| **Course #** | 0400320 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Theatre 1 |
| **Credit** | 1 |
| This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights’ contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work. | |

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| **Q \*Theatre 3 Honors** | |
| **Course #** | 0400330 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Theatre 2 |
| **Credit** | 1 |
| This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. | |

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| **Q \*Theatre 4 Honors** | |
| **Course #** | 0400340 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Theatre 3 |
| **Credit** | 1 |
| This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. | |

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| **\*Technical Theatre Design and Production 1** | |
| **Course #** | 0400410 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the  school day to support, extend, and assess learning in the classroom. | |

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| **\*Technical Theatre Design and Production 2** | |
| **Course #** | 0400420 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Technical Theatre: Design and Production 1 |
| **Credit** | 1 |
| Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. | |

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| **\*Technical Theatre Design and Production 3** | |
| **Course #** | 0400430 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Technical Theatre: Design and Production 2 |
| **Credit** | 1 |
| Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. | |

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| **\*Technical Theatre Design and Production 4 Honors** | |
| **Course #** | 0400440 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Technical Theatre: Design and Production 3 |
| **Credit** | 1 |
| Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. | |

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| **\*Musical Theatre 1** | |
| **Course #** | 0400700 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| Students’ course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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. | |

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| **\*Musical Theatre 2** | |
| **Course #** | 0400710 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. 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. | |

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| **\*Musical Theatre 3** | |
| **Course #** | 0400720 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. 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. | |

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| **SPECIAL COURSES OFFERED ONLY TO MAGNET PROGRAMS** |

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| **Q \*IB Theatre 1** | |
| **Course #** | 0400810 |
| **Grade Level** | 11 |
| **Length** | 1 Year |
| **Prerequisite** | Acceptance into IB |
| **Credit** | 1 |
| The IB Theatre courses focus on the historical examination of theatre to understand various cultures and the art of the stage. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. | |

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| **Q \*IB Theatre 2** | |
| **Course #** | 0400820 |
| **Grade Level** | 12 |
| **Length** | 1 Year |
| **Prerequisite** |  |
| **Credit** | 1 |
| The IB Theatre 2 courses focus on the historical examination of theatre to understand various cultures and the art of the stage. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Students in this course will complete the IB Theatre SL assessments. | |

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| **Q \*IB Theatre 3** | |
| **Course #** | 0400830 |
| **Grade Level** | 12 |
| **Length** | 1 Year |
| **Prerequisite** |  |
| **Credit** |  |
| The IB Theatre 2 courses focus on the historical examination of theatre to understand various cultures and the art of the stage. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Students in this course will complete the IB Theatre HL assessments. | |

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| **Explanation of Symbols** | |
| **Symbol** | **Explanation** |
| \* | An asterisk by the course title indicates that the course meets the Fine Arts graduation requirement. |
| **Q** | This course is weighted with a full quality point. | |

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| **HOPE** | |
| **Course #** | 3026010 |
| **Grade Level** | 9-12 |
| **Length** | 1 Year |
| **Prerequisite** | none |
| **Credit** | 1 |
| The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. | |

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| **Aerobics** | |
| **Course #** | 1503400 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | none |
| **Credit** | .5 credit |
| A form of [physical exercise](https://en.wikipedia.org/wiki/Physical_exercise) that combines rhythmic [aerobic exercise](https://en.wikipedia.org/wiki/Aerobic_exercise) with [stretching](https://en.wikipedia.org/wiki/Stretching) and [strength training](https://en.wikipedia.org/wiki/Strength_training) routines with the goal of improving all elements of fitness ([flexibility](https://en.wikipedia.org/wiki/Flexibility_(anatomy)), [muscular](https://en.wikipedia.org/wiki/Muscle) strength, and [cardio-vascular](https://en.wikipedia.org/wiki/Circulatory_system) fitness). | |

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| **Basketball** | |
| **Course #** | 1503310 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | none |
| **Credit** | .5 credit |
| The purpose of this course is to introduce students to the basic skills and knowledge associated with basketball. By  applying these principles through active participation, students develop the necessary skills and knowledge to play  basketball. In addition, this course provides students with opportunities to improve physical fitness, acquire knowledge of fitness concepts and practice positive personal and social skills. Students will gain an understanding of how a wellness lifestyle affects one’s health, fitness and physical performance. | |

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| **Basketball 2** | |
| **Course #** | 1503315 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | Basketball 1 |
| **Credit** | .5 credit |
| The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball.  Introduction to systems of play will be included to enhance the student's understanding.  Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered.  Students will participate in advanced individual and team techniques in relationship to basketball strategy.  Participate in course activities will continue to  enhance healthy behaviors that influence students to participate in physical activities throughout their life. | |

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| **Basketball 1** | |
| **Course #** | 1503310 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | none |
| **Credit** | .5 credit |
| The purpose of this course is to introduce students to the basic skills and knowledge associated with basketball. By  applying these principles through active participation, students develop the necessary skills and knowledge to play  basketball. In addition, this course provides students with opportunities to improve physical fitness, acquire knowledge of fitness concepts and practice positive personal and social skills. Students will gain an understanding of how a wellness lifestyle affects one’s health, fitness and physical performance. | |

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| **Individual Sports 1** | |
| **Course #** | 1502410 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | none |
| **Credit** | .5 credit |
| There are certain sports, such as golf, bowling, and tennis that, for the most part, are considered individual sports, which are sports played alone without teammates. A sample of the thousands of individual sports includes: Badminton,  Bowling, Boxing, Cycling, Figure skating, Golf, Skiing, Snowboarding, Surfing, Swimming, Track and field, Wrestling. | |

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| **Individual Sports 2** | |
| **Course #** | 1502420 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | Individual Sports 1 |
| **Credit** | .5 credit |
| Students learn about a variety of sports, yet do an in-depth study of Individual sports. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each sport. Students also learn about the  components of fitness, benefits of fitness, safety and technique, and good nutrition. Students conduct fitness  assessments and participate in weekly physical activity. | |

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| **Team Sports 1** | |
| **Course #** | 1503350 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | none |
| **Credit** | .5 credit |
| 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. | |

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| **Team Sports 2** | |
| **Course #** | 1503360 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | Team Sports 1 |
| **Credit** | .5 credit |
| 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. | |

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| **Volleyball 1** |
| **Course # 1505500** |
| **Grade Level 9-12** |
| **Length Semester** |
| **Prerequisite none** |
| **Credit .5 credit** |
| The purpose of this course is to introduce students to basic skills and knowledge associated with volleyball. By applying these principles through active participation, students develop the necessary skills and knowledge to play volleyball. In addition, this course provides students with opportunities to improve physical fitness, acquire knowledge of fitness  concepts and practice positive personal and social skills. Students will gain an understanding of how a wellness lifestyle affects one’s health, fitness and physical performance. |

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| **Volleyball 2** | |
| **Course #** | 1505510 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | Volleyball 1 |
| **Credit** | .5 credit |
| The purpose of this course is to allow students to continue to improve the skills developed Volleyball 1. The content will increase strategies in safety, rules & terminology, history, techniques & strategies, sportsmanship, fitness activities,  fitness assessment, officiating, organization & administration of volleyball activities, and the benefits of participation. | |

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| **Volleyball 3** | |
| **Course #** | 1505520 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | Volleyball 2 |
| **Credit** | .5 credit |
| The purpose of this course is to allow students to continue to improve the skills developed Volleyball 2. The content will increase strategies in safety, rules & terminology, history, techniques & strategies, sportsmanship, fitness activities,  fitness assessment, officiating, organization & administration of volleyball activities, and the benefits of participation. | |

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| **Weight Training 1** | |
| **Course #** | 1501340 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | none |
| **Credit** | .5 credit |
| 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. | |

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| **Weight Training 2** | |
| **Course #** | 1501350 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | Weight Training 1 |
| **Credit** | .5 credit |
| The purpose of this course is to provide students with opportunities to acquire basic knowledge & skills in weight  training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength &  endurance, & enhance body image. The content will include, but not be limited to, knowledge of the importance of  muscular strength & endurance, assessment of muscular strength & endurance, knowledge of health problems  associated with inadequate levels of muscular strength & endurance, knowledge of skeletal muscles, knowledge &  application of biomechanical & physiological principles to improve & maintain muscular strength & endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, & knowledge of consumer issues related to weight training. | |

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| **Weight Training 3** | |
| **Course #** | 1501360 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | Weight Training 3 |
| **Credit** | .5 credit |
| The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge & the  development of skills introduced in intermediate weight training, further improve muscular strength & endurance, &  further enhance body image. The content will include, but not be limited to, reinforcement of the knowledge introduced in beginning & intermediate weight training, application of knowledge to design & implement a personal weight training program to meet specific needs & goals, & knowledge of the organization/administration of a weight lifting competition. | |

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| **Recreational Sports** | |
| **Course #** | 15024700 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | none |
| **Credit** | .5 credit |
| Recreational sports are those activities where the primary purpose of the activity is participation, with the related goals of improved [physical fitness](https://www.encyclopedia.com/medicine/divisions-diagnostics-and-procedures/medicine/physical-fitness), fun, and social involvement often prominent. | |

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| **Personal Fitness** | |
| **Course #** | 15024700 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | none |
| **Credit** | .5 credit |
| The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success | |

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| **Wrestling 1** | |
| **Course #** | 1505550 |
| **Grade Level** | 9-12 |
| **Length** | Semester |
| **Prerequisite** | none |
| **Credit** | .5 credit |
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| **Driver Education – Class/Lab** | |
| **Course #** | 1900310 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | Restricted license \* |
| **Credit** | 1/2 |
| The purpose of this course is to introduce students to the highway transportation system, and strategies which will develop driving knowledge and skills related to today’s and tomorrow’s motorized society, and while providing an in-depth study of the scope and nature of accident problems and their solutions. Laboratory instruction in dual controlled vehicles under the direction of an instructor and on off-street multiple vehicle driving ranges are available. | |

\*Students who do not have their restricted license the first day of class will be given the DATE course required by the DMV during the first few days of class. They must then go to the license bureau to secure their restricted license using the waiver issued by the driver education teacher. Students who do not present a restricted license by a specified date will be dropped from the course.

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| **Health Science Education courses are offered only at Boca Ciega High and Palm Harbor University High.** |
| **SPECIAL COURSES OFFERED ONLY BY THE**  **MEDICAL MAGNETS** |

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| **\*Health Science 1** | |
| **Course #** | 8417100 1,2 |
| **Grade Level** | 9-10 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| In addition to the opportunity to investigate specific health career data, students learn how the human body functions. Each body system is studied to learn how it functions, and the effects of more common diseases. These concepts are related to the provision of health care by the various health careers workers. | |

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| **^Health Science Foundations** | |
| **Course #** | **Q**8417110 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Health Science-May have concurrent enrollment in any Health Science Education level 3 class. |
| **Credit** | 1 |
| This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students may shadow professionals throughout the course. **Course has been designated a level 3 course beginning in fall of 2016.** This designation cannot be applied to students who took this course prior to the fall of 2016. | |

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| **Allied Health Assisting 3** | |
| **Course #** | 8417131 1,2 |
| **Grade Level** | 10-11 |
| **Length** | 1 year |
| **Prerequisite** | Health Science 1 and 2 |
| **Credit** | 1 |
| The course is designed to prepare students for employment as an allied health aide, medical assistant, physician aide, medical laboratory assistant, occupational therapy aide, physical therapy aide, respiratory therapy aide or radiologic aide. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Upon successful completion of this program, students are eligible for articulations with selected post-secondary institutions. | |

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| **Q Electrocardiograph Technician 3** | |
| **Course #** | **Q**8427130 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Health Science Anatomy & Physiology & Health Science Foundations. |
| **Credit** | 1 |
| This course prepares students to be employed as Electrocardiograph Technicians. Content includes, but is not limited to, a foundation in the cardiovascular system, safety measures for the individual, co-workers and patients as well as training in the appropriate theories and instruments used by an Electrocardiograph Technician. | |

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| **CMAA** | |
| **Course #** | 84171610 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | Health Science 1 and 2 and Allied Health |
| **Credit** | 1 |
| The purpose of this course is to prepare students in the role of a medical administrator. Health Sciences 1 and 2 and Allied Health are prerequisites for this course. | |

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| **Q Nursing Assisting 3** | |
| **Course #** | 8417211 1,2 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | Health Sciences 1 and 2, Allied Health |
| **Credit** | 1 |
| The program is designed to prepare students for employment as nursing assistants, nursing aides. The content includes interpersonal skills, medical terminology, legal and ethical responsibilities; safe and efficient work, gerontology, nutrition, pet-facilitated therapy, health and safety including Cardiopulmonary Resuscitation (CPR) heart saver level and employability skills. For nursing assistant certification, a minimum of 40 hours clinical and/or cooperative education learning experiences must be obtained. Upon successful completion of this program, students are eligible for state certification and articulations with selected post-secondary institutions. | |

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| **Principles of BioMedical Science** | |
| **Course #** |  |
| **Grade Level** | 9-10 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into the Medical program |
| **Credit** | 2 |
| This course allows students to play the roles of Biomedical professionals. Think CSI meets ER. In this first course students will be introduced to biology concepts through the study of human disease. This course will require high level reading, math, and science in order to be successful. Students investigate various health conditions including heart disease, sickle-cell disease, hypercholesterolemia, and infectious diseases. The activities and projects introduce students to human physiology, medicine, and research processes. | |

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| **Human Body Systems** | |
| **Course #** |  |
| **Grade Level** | 10-11 |
| **Length** | 1 year |
| **Prerequisite** | Principles of Biomedical Sciences |
| **Credit** | 2 |
| This course builds on the principals of Biomedical sciences students begin the examination of the human body systems that maintain health. This course will require high level reading, math, and science in order to be successful. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries. | |

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| **Medical Interventions** | |
| **Course #** |  |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Human Body Systems |
| **Credit** | 2 |
| This course allows students to play the roles of This course builds on the Human Body Systems in which students investigate the interventions involved in the prevention, diagnosis and treatment of disease. This course will require high level reading, math, and science in order to be successful. The course is a “How-To” manual for maintain overall health and homeostasis in the body. Students may take the Bio Medical Technician industry certification test upon successful completing the first three courses. | |

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| **BioMedical Intervention** | |
| **Course #** |  |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | Medical Interventions |
| **Credit** | 2 |
| In the final course students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution. | |

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| **Exercise Trainer(Personal Trainer)** | |
| **Course #** |  |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | Health Science 1 and 2 & Allied Health |
| **Credit** | 1 |
| The purpose of this program is to prepare students for the wellness and fitness marketplace and its various components such as instructing or coaching groups or individuals in exercise activities and the fundamentals of an individual’s health and wellness.  Personal trainers demonstrate techniques and methods of participation and observe participants and inform them of corrective measures necessary to improve their skills and personal health. | |

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| **Pharmacy Tech 1-7** | |
| **Course #** |  |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| The purpose of this course is to prepare students to become a Pharmacy Technician. Students will take Pharm Tech 1 in their freshman year, Pharm Tech 2/3 in their Sophomore year, Pharm Tech 4/5 in their Junior year and Pharm Tech 6/7 in their Senior year where they will have an internship and sit for their license. | |

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| **Practical Nursing Foundations 1** | |
| **Course #** |  |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| Instruction covers basic health care for the patient and safety procedures, communications, computer literacy, legal and ethical responsibilities, infection control, geriatric nursing, patient rehabilitativeactivities, nutrition and body structure and function. Includes simulation, laboratory and clinical settings. | |

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| **\*English 1** | |
| **Course #** | 10013101,2 |
| **Grade Level** | 9 |
| **Length** | 1 year |
| **Credit** | 1 |
| English I focuses on the close reading and careful analysis of complex literary and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing. | |

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| **Q \*English Honors I** | |
| **Course #** | 10013201,2 |
| **Grade Level** | 9 |
| **Length** | 1 year |
| **Credit** | 1 |
| This course focuses on the close reading and careful analysis of complex literary and informational texts, and the compositional process. Students develop skill in reading anlaytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing. | |
| \*Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a more rigorous pace.  Student expectations for honors level courses often require additional work outside of the classroom, beyond the traditional school day. | |

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| **\*English II** | |
| **Course #** | 10013401,2 |
| **Grade Level** | 9-10 |
| **Length** | 1 year |
| **Prerequisite** | English I (any level) |
| **Credit** | 1 |
| This course focuses on the close reading and careful analysis of complex literary and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing. | |

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| **Q \*English Honors II** | |
| **Course #** | 10013501,2 |
| **Grade Level** | 9-10 |
| **Length** | 1 year |
| **Prerequisite** | English Honors I or English I |
| **Credit** | 1 |
| This course focuses on the close reading and careful analysis of complex literary and informational texts, and the compositional process. Students develop skill in reading anlaytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing. | |
| \*Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a more rigorous pace. Student expectations for honors level courses often require additional work outside of the classroom, beyond the traditional school day. | |

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| **Q AICE General Paper** | |
| **Course #** | 1009400 |
| **Grade Level** | 10-11 |
| **Length** | 1 year |
| **Prerequisite** | English Honors II or English II |
| **Credit** | 1 |
| Students gain knowledge and understanding of contemporary issues within national and international contexts through reading and writing in three broad topic areas: economic, historical, moral, political and social science, including its  history, philosophy, ethics, general principles and applications; environmental issues; and literature, language, the arts, crafts, and the media. | |

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| **Q \*English Honors III** | |
| **Course #** | 10013801,2 |
| **Grade Level** | 10-11 |
| **Length** | 1 year |
| **Prerequisite** | English Honors II or English II |
| **Credit** | 1 |
| This course focuses on the close reading and careful analysis of complex literary (with an emphasis on American literature) and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing. | |
| \*Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a more rigorous pace. Student expectations for honors level courses often require additional work outside of the classroom, beyond the traditional school day. | |

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| **\*English IV** | |
| **Course #** | 10014001,2 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | English III (any level) |
| **Credit** | 1 |
| This course focuses on the close reading and careful analysis of complex literary (with an emphasis British and World literature) and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing. | |

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| **Q \*English Honors IV** | |
| **Course #** | 10014101,2 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | English Honors III or English III |
| **Credit** | 1 |
| This course focuses on the close reading and careful analysis of complex literary (with an emphasis British and World literature) and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing. | |
| \*Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a more rigorous pace. Student expectations for honors level courses often require additional work outside of the classroom, beyond the traditional school day. | |

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| **Q \*Advanced Placement English: Language and Composition** | |
| **Course #** | 10014201,2 |
| **Grade Level** | 11, 12 (in some cases, grade 10) |
| **Length** | 1 year |
| **Prerequisite** | English Honors II |
| **Credit** | 1 |
| The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading. The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading. | |
| AP Language and Composition may take the place of the English III (or other appropriate) requirement. AP courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP courses are recommended for students with either an average English grade of at least a C or enrollment in AVID, though this is not a requirement. Students are required to take the Advanced Placement examination. | |

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| **Q \*Advanced Placement English: Literature and Composition** | |
| **Course #** | 10014301,2 |
| **Grade Level** | 12 (in some cases, grade 11) |
| **Length** | 1 year |
| **Prerequisite** | English Honors III or AP English Language and Composition |
| **Credit** | 1 |
| AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. By the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. | |
| *AP Literature and Composition may take the place of the English IV (or other appropriate) requirement. AP courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP courses are recommended for students with either an average English grade of at least a C or enrollment in AVID, though this is not a requirement.* ***Students are required to take the Advanced Placement examination.*** | |

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| **Creative Writing I** | |
| **Course #** | 10093200 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| The purpose of this course is to develop skills in writing through the study of literary forms. Emphasis is placed on using all aspects of the writing process to produce publishable pieces of writing in various literary forms. Students will evaluate representative examples of literature as models for writing. | |

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| **Creative Writing II** | |
| **Course #** | 100933001,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | Creative Writing I |
| **Credit** | 1/2 |
| The purpose of this course is to extend the development of the writing and language skills needed for individual expression in literary forms as introduced in Creative Writing I. Emphasis is placed on writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction. Also included are the technical aspects of publishing students’ work in literary publications. | |

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| **\*\*Speech** | |
| **Course #** | 10073001,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester or year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to develop oral communication skills in formal and informal speaking situations. Emphasis is placed on using public speaking skills, listening skills, and group discussion techniques. Students will analyze audiences for speaking purposes and will evaluate speeches and speaking techniques. | |

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| **\*\* Journalism I (Newspaper/Yearbook)** | |
| **Course #** | 10063001,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester or year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes. Students will produce the school newspaper and/or the school yearbook. | |

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| **\*\* Journalism II (Newspaper/Yearbook)** | |
| **Course #** | 10063101,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester or year |
| **Prerequisite** | Journalism I |
| **Credit** | 1 |
| The purpose of this course is to develop writing skills through practice in journalistic writing. Emphasis is placed on gathering information, writing articles, and exploring career opportunities in journalism. Students prepare materials for publication. Students will produce the school newspaper and/or the school yearbook | |

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| **Q Journalism III (Newspaper/Yearbook/Literary Magazine** | |
| **Course #** | 10063201,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 semester or year |
| **Prerequisite** | Journalism II |
| **Credit** | 1 |
| The purpose of this course is to improve writing and production skills related to journalistic media. Emphasis is placed on writing in a variety of styles. Students apply organizational and managerial skills in the production of various publications. Students will produce the school newspaper and/or the school yearbook. | |

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| **Q Journalism IV (Newspaper/Yearbook/Literary Magazine** | |
| **Course #** | 10063301,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 semester or year |
| **Prerequisite** | Journalism III |
| **Credit** | 1 |
| The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts. Students will produce the school newspaper and/or the school yearbook. | |

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| **Q Journalism V (Newspaper/Yearbook/Literary Magazine** | |
| **Course #** | 10063311,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 semester or year |
| **Prerequisite** | Journalism IV |
| **Credit** | 1 |
| The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts. Students will produce the school newspaper and/or the school yearbook. | |

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| **Q Journalism VI (Newspaper/Yearbook/Literary Magazine** | |
| **Course #** | 10063321,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 semester or year |
| **Prerequisite** | Journalism V |
| **Credit** | 1 |
| The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts. Students will produce the school newspaper and/or the school yearbook. | |

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| **Q Journalism VII (Newspaper/Yearbook/Literary Magazine** | |
| **Course #** | 10063331,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 semester or year |
| **Prerequisite** | Journalism VI |
| **Credit** | 1 |
| The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts. Students will produce the school newspaper and/or the school yearbook. | |

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| **Q Journalism VIII (Newspaper/Yearbook/Literary Magazine** | |
| **Course #** | 10063341,2 |
| **Grade Level** | 10-12 |
| **Length** | 1 semester or year |
| **Prerequisite** | Journalism VII |
| **Credit** | 1 |
| The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts. Students will produce the school newspaper and/or the school yearbook. | |

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| **Semantics and Logic** | |
| **Course #** | 1004300 |
| **Grade Level** | 10-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | .5 |
| The purpose of this course is to provide instruction and practice to prepare for the critical reading and writing sections of the Scholastic Aptitude Test (SAT) for college admission. | |

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| **Social Media** | |
| **Course #** | 10063751,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | none |
| **Credit** | 1/2 |
| The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses. | |

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| **Q AP Capstone Research** | |
| **Course #** | 1700510 |
| **Grade Level** | 11, 12 |
| **Length** | 1 Year |
| **Prerequisite** | Students must have **passed** the AP Seminar course. |
| **Credit** | 1 |
| AP Capstone Research Course Description (1700510) AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question.  In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately  5,000 words and a presentation, performance, or exhibition with an oral defense. | |

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| **Q AP Capstone Seminar** |
| **Course #** 1700500 |
| **Grade Level 10** - 12 |
| **Length 1** Year |
| **Prerequisite None** |
| **Credit 1** |
| AP Capstone Seminar Course Description (1700500) AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. **Be very clear in your counseling of students that taking only the Seminar course will not be as productive as taking the 2-course sequence and there is no special recognition for taking just the Seminar course.** |

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| **SPECIAL COURSES OFFERED ONLY by the IB Programs of Largo, Palm Harbor, and St. Petersburg High Schools** |

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| **Q+ Pre Diploma English I Honors or English II Honors** | |
| **Course #** | 10018005 |
| **Grade Level** | 9 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into IB |
| **Credit** | 1 |
| This PIB English course marks the beginning of a serious study of literature as text: analysis of dramatic, poetic, and narrative text as it reveals character and theme and as it creates reader response. Also included are the study of logical and critical modes of composition, the use of research skills, and the study of advanced vocabulary for college-bound students. | |

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| **Q+ Pre Diploma AP Language** | |
| **Course #** | 10018105 |
| **Grade Level** | 10 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into IB |
| **Credit** | 1 |
| This PIB English course continues the beginning of a serious study of literature as text: analysis of dramatic, poetic, and narrative text as it reveals character and theme and as it creates reader response. Also included are the study of logical and critical modes of composition, the use of research skills, and the study of advanced vocabulary for college-bound students. | |

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| **Q+ IB English III (IB)** | |
| **Course #** | 10018205 |
| **Grade Level** | 11 |
| **Length** | 1 year |
| **Prerequisite** | PIB English II |
| **Credit** | 1 Credits (Subsidiary Level) |
| This IB English course stresses literary study and includes written and oral assignments to prepare students for the IB examination. Central to the course are critical analysis and independent thinking through the study of literature as text. The major area of emphasis is narrative technique as it reveals character and theme and as it creates reader response. Also included are the areas of vocabulary, language, and composition. | |

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| **Q+ IB English IV (IB)** | |
| **Course #** | 10018305 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | PIB English III |
| **Credit** | Credits (Higher Level) |
| This IB English course continues literary study and includes written and oral assignments to prepare students for the IB examination. Central to the course are critical analysis and independent thinking through the study of literature as text. The major area of emphasis is narrative technique as it reveals character and theme and as it creates reader response. Also included are the areas of vocabulary, language, and composition. | |

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| **Q\* IB Film** | |
| **Course #** | 0107470 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 Credit |
| Students will examine film as an art form, studying a broad range of film texts from a variety of **cultural contexts** and analyzing how **film elements** combine to convey meaning. Students will explore the evolution of film across time, space and culture. Students will examine various areas of **film focus** in order to recognize the similarities and differences that exist between films from contrasting**cultural contexts**. Students will explore various **film production roles** through engagement with all phases of the filmmaking process in order to fulfill their own **filmmaker intentions**. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films. | |

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| **Explanation of Symbols** | |
| **Symbol** | **Explanation** |
| **\*** | Course meets English graduation requirement. |
| **\*\*** | Practical Arts Courses meet the Arts High School Graduation Requirement for students who entered their first year of high school in the 2007-2008 school year and subsequent years. |
| **OC** | The Pinellas County School (PCS) virtual symbol indicates this course is available in a Pinellas County School virtual learning environment |

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| **Some music courses may require student insurance due to after-school rehearsals and off-school concerts.** **Some music courses may require mandatory after-school rehearsals and performances as part of the criteria for grading. Students interested in participating in any music course should check with the instructor to determine the requirements of the course.** |

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| **Q\* AP Music Theory** | |
| **Course #** | 1300330 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Music Theory III or audition/demonstration of skill knowledge |
| **Credit** | 1 |
| The purpose of this course is to develop the student’s abilities to recognize and understand the tonal rhythmic nature of any music that is heard or read in the score. The content will include the development of music theory skills, i.e., aural and notational skills, composition, harmonization and counterpoint. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **\*Band 1** | |
| **Course #** | 1302300 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to provide students with the opportunity to develop technical skills on band instruments in an ensemble setting. The content will include developing performance techniques and reading musical notation. | |

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| **\*Band 2** | |
| **Course #** | 1302310 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Band I\* |
| **Credit** | 1 |
| This course is designed to extend musicianship skills and the development of technical skills through performance in instrumental ensembles. The content will include the production of characteristic tone, and the development of basic band performance techniques, musical literacy, and music appreciation. | |

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| **\*Band 3** | |
| **Course #** | 1302320 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Band II\* |
| **Credit** | 1 |
| This course provides students with instruction in 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. | |

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| **\*Band 4** | |
| **Course #** | 1302330 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Band III\* |
| **Credit** | 1 |
| The purpose of this course is to provide students with in-depth instruction in musicianship and technical skills through the study of varied band literature. The content will include interpreting medium/difficult level band literature, refining tone production and performance techniques, demonstrating an understanding of musical form, and evaluating musical performance as a participant and as a listener. | |

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| **Q\*Band 5 Honors** | |
| **Course #** | 1302340 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Band IV\* |
| **Credit** | 1 |
| This course enables the student to develop independent musicianship, performance techniques and aesthetic awareness through performance of varied band literature. The student will demonstrate ability to interpret and perform difficult musical notation at sight and formulate critical evaluations about musical performance as a participant and as a listener. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. | |

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| **Q\*Band 6 Honors** | |
| **Course #** | 1302350 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Band V\* |
| **Credit** | 1 |
| This course is designed to foster internalization of independence in musicianship, performance techniques, and aesthetic awareness through the performance of varied band literature. The student will demonstrate awareness and application of appropriate ensemble Band VI performance techniques and demonstrate independent ability to interpret and perform difficult musical notation at sight. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. | |

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| **\*Orchestra 1** | |
| **Course #** | 1302360 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| This course will enable students to develop fundamental music skills, appropriate tone production and performance techniques on orchestral instruments. The content will include the knowledge of basic rhythmic values and meters and identification of simple musical terms. | |

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| **\*Orchestra 2** | |
| **Course #** | 1302370 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Orchestra I\* |
| **Credit** | 1 |
| The purpose of this course is to provide ensemble experiences on orchestral instruments and to develop skills in characteristic tone production, performance techniques, musical literacy and music appreciation. | |

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| **\*Orchestra 3** | |
| **Course #** | 1302380 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Orchestra II\* |
| **Credit** | 1 |
| The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content will include interpreting medium level orchestral music, establishing appropriate tone production and performance techniques, and identifying musical form and style periods. | |

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| **\*Orchestra 4** | |
| **Course #** | 1302390 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Orchestra III\* |
| **Credit** | 1 |
| The purpose of this course is to develop the student’s independent ability to produce characteristic tone and to interpret and perform medium level musical notation at sight. The student will demonstrate the knowledge of musical form and varied style periods, and evaluate musical performances as a participant and a listener. | |

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| **\*Orchestra 5 A/B Honors** | |
| **Course #** | 1302400 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Orchestra IV\* |
| **Credit** | 1 |
| This course is designed to develop the student’s independent ability to produce a tone appropriate to various styles of orchestral literature and apply appropriate performance techniques to various styles. The student will apply knowledge of musical form, styles and history, and formulate critical evaluations about musical performance. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. | |

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| **\*Orchestra 6 Honors** | |
| **Course #** | 1302410 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Orchestra V\* |
| **Credit** | 1 |
| This course provides instruction in independent interpretation of difficult music; refinement of independent musicianship, tone production and performance techniques; and analysis and application of form, style and history in the performance of varied orchestral literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. | |

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| **\*Instrumental Techniques 1** | |
| **Course #** | 1302420 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to develop fundamental performance techniques and the interpretation of musical notation. The student will display knowledge of the care of the instrument, demonstrate a characteristic tone on the instrument of choice and develop beginning level evaluative listening skills. | |

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| **\*Instrumental Techniques 2** | |
| **Course #** | 1302430 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Instrumental Tech. I\* |
| **Credit** | 1 |
| This course will provide instruction in performance techniques with emphasis placed on technical and musical fundamentals and listening skills. | |

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| **\*Instrumental Techniques 3** | |
| **Course #** | 1302440 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Instrumental Tech. II\* |
| **Credit** | 1 |
| The purpose of this course is to provide students the opportunity to develop solo performance skills. Instruction will include performance techniques such as breath control, tone production, intonation, phrasing, and expression. Students will demonstrate independence in the interpretation of grade III-IV solo literature and the evaluation of critical listening skills. | |

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| **\*Instrumental Techniques 4** | |
| **Course #** | 1302450 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Instrumental Tech. III\* or Band 4 |
| **Credit** | 1 |
| This course will give the student an opportunity to demonstrate advanced solo performance skills and independence in the interpretation of grades IV and V solo literature. The student will integrate performance techniques independently, formulate critical evaluations and make decisions about music performance as a listener and a performer. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. | |

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| **\*Jazz Ensemble 1** | |
| **Course #** | 1302500 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Previous instrumental experience |
| **Credit** | 1 |
| The purpose of this course is to provide students with an introduction to styles and performance techniques of varied contemporary music and jazz literature. | |

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| **\*Jazz Ensemble 2** | |
| **Course #** | 1302510 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Jazz Ensemble I\* |
| **Credit** | 1 |
| The purpose of this course is to develop and extend an understanding of styles and performance techniques of contemporary music and jazz literature. An emphasis will be placed on basic improvisation skills, tone production, and individual and ensemble performance. | |

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| **\*Jazz Ensemble 4** | |
| **Course #** | 1302520 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Jazz Ensemble II\* |
| **Credit** | 1 |
| This course will develop the ability to apply the knowledge of styles and techniques of varied contemporary music and jazz literature through 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. | |

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| **Q\*Jazz Ensemble 5 Honors** | |
| **Course #** | 1302530 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Jazz Ensemble III\* |
| **Credit** | 1 |
| The purpose of this course is to develop independence in the knowledge and demonstration of styles and performance techniques of varied contemporary music and jazz literature. The content will include improvisation, interpretation, and performance of appropriately difficult jazz literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. | |

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| **\*Chorus 1** | |
| **Course #** | 1303300 |
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| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to develop basic vocal techniques and musicianship skills through the study of varied choral literature. The content will include fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation. | |

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| **\*Chorus 2** | |
| **Course #** | 1303310 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Chorus I, Chorus High/Low Range I\* |
| **Credit** | 1 |
| The purpose of this course is to extend the development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening. This course will include the study of a variety of choral literature. | |

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| **\*Chorus 3** | |
| **Course #** | 1303320 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Chorus II\* |
| **Credit** | 1 |
| This course provides students with instruction in the development of vocal musicianship and technical skills. An emphasis will be placed on producing an appropriate vocal tone, interpreting musical notation, and formulating aesthetic values. | |

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| **\*Chorus 4** | |
| **Course #** | 1303330 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Chorus III\* |
| **Credit** | 1 |
| This course provides students with instruction in the application of vocal musicianship and technical skills. An emphasis will be placed on the refinement of tone production and performance techniques, analysis of musical form, and aesthetic perceptions. | |

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| **Q\*Chorus 5 Honors** | |
| **Course #** | 1303340 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Chorus IV\* |
| **Credit** | 1 |
| This course enables students to develop independence in musicianship and performance techniques while performing various styles of choral literature. The student will demonstrate ability to interpret and perform difficult musical notation at sight and formulate critical evaluations about musical performance as a participant and listener. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. | |

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| **Q\*Chorus 6 Honors** | |
| **Course #** | 1303350 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Chorus V\* |
| **Credit** | 1 |
| The purpose of this course is to develop independence in vocal musicianship, performance techniques, and aesthetic awareness through the performance of varied choral literature. The student will consistently demonstrate ability to interpret and perform difficult musical notation at sight. The student will formulate and justify critical evaluations about musical performance as a participant and listener. Course includes district developed requirements designed to demonstate student mastery of rigorous standards required of quality point fine arts courses. | |

**SPECIAL COURSES OFFERED ONLY BY THE IB PROGRAM**

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| **Q\*IB Music 1** | |
| **Course #** | 1300816 |
| **Grade Level** | 11 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. This course is the first in a sequence of two courses. | |

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| **Q\*IB Music 2** | |
| **Course #** | 1300818 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | IB Music I |
| **Credit** | 1 |
| Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. The students in this course will complete the IB Music SL assessments and are required to choose one of three options to study during this year (creating, solo performing, or group performing). | |

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| **Q\*IB Music 3** | |
| **Course #** | 1300820 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | IB Music I |
| **Credit** | 1 |
| Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. This course is the second in a sequence of two courses. The students in this course will complete the IB Music HL assessments and are required to choose one of three options to study during present both creating and solo performing. | |

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| **Explanation of Symbols** | |
| **Symbol** | **Explanation** |
| \* | An asterisk by the course title indicates that the course meets the Fine Arts graduation requirement. |
| Q | Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. |
| \* | An asterisk on the pre-requisite line indicates that the prerequisite listed may, in special cases, be waived by an audition and demonstration of skill knowledge based on the key learnings common assessments. |
| **NOTE:** | In the area of music and theatre, 4 X 4 schools may find it necessary to require students to commit to two consecutive classes (yearlong participation – 36 weeks) in order to meet the performing arts production requirements for these classes. Due to the nature of performance classes, some upper level music and theatre classes may require an audition. |

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| **Advancement Via**  **Individual Determination**  **(AVID)** |

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| **AVID 1** | |
| **Course #** | 17003901,2 |
| **Grade Level** | 9th Grade AVID Students |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop fundamental skills aligned with current curriculum. | |

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| **AVID II** | |
| **Course #** | 17004001,2 |
| **Grade Level** | 10th Grade AVID Students |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop basic skills aligned with current curriculum. | |

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| **Inquiry Skills – Pre-IB** | |
| **Course #** | 17003605 |
| **Grade Level** | 9 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The course is designed to teach students the research, study, and thinking skills necessary for the advanced study they would undertake in the International Baccalaureate Program of the 11th and 12th grades. The course will focus on self-inquiry and study skills development. Students will do work in computer technology and be introduced to the contextual nature of knowledge. | |

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| **AVID III** | |
| **Course #** | 17004101,2 |
| **Grade Level** | 11th Grade AVID Students |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills aligned with current curriculum. | |

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| **AVID IV** | |
| **Course #** | 17004201,2 |
| **Grade Level** | 12th Grade AVID Students |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop advanced skills aligned with current curriculum. | |

**SPECIAL COURSE OFFERED ONLY BY THE IB PROGRAM**

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| **Science SB4** | |
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| 9. What are the science credit requirements for a student who enters grade 9 in 2012-2013? | **Three credits to include:**   1. Two courses with a laboratory component 2. One credit in Biology 1 or a series of courses equivalent to Biology 1 earned by passing the Biology EOC Assessment |
| 10.  What are the science credit requirements for a student who enters grade 9 in 2013-2014and subsequent years? | **Three credits to include:**   1. One credit in Biology 1 or a series of courses equivalent to Biology 1 earned by passing the Biology EOC Assessment 2. Two Equally Rigorous Courses |
| ***Courses not Equally Rigorous change to elective credit for 9th graders entering 2013 and thereafter.*** | |
| Possible scenario for advanced students entering 9th grade: student may have taken and passed Bio EOC prior to entering HS. If student passed, student still needs 3 equally rigorous science credits. | |

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| **Q \* Biology 1 Honors** | |
| **Course #** | 20003201,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Advanced 8th grade science with recommended grade of C or higher and should have strong reading comprehension. |
| **Credit** | 1 |
| This advanced course will cover essentially the same topics as regular biology, but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher, and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. | |
| **Students are required to take the state Biology End-of-Course Exam.** | |

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| **\*Anatomy and Physiology** | |
| **Course #** | 20003501,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Biology I or IH. Recommended average grade of C or better in biology |
| **Credit** | 1 |
| This course will provide students with a general introduction to the structure and function of the components of the human body. Topics such as cells and tissues, skeletal system, muscular system, nervous system, sensory organs, immune response, and inheritance are included. | |

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| **Q\*Anatomy and Physiology Honors** | |
| **Course #** | 20003601,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Biology I or IH. Recommended C or better in biology and/or enrollment in AVID. |
| **Credit** | 1 |
| This advanced course will cover essentially the same topics as regular anatomy and physiology but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher, and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. | |

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| **\*Marine Science I** | |
| **Course #** | 20025001,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Recommended Biology |
| **Credit** | 1 |
| This course is designed to present an integrated overview of the principles and concepts of the geology, chemistry, physics, and biology as they relate to the world’s oceans. | |

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| **Q\*AICE Marine Science** | |
| **Course #** | 2002515 |
| **Grade Level** | 10-12 |
| **Length** | 1 |
| **Prerequisite** | Biology |
| **Credit** | 1 |
| Provides a coherent and stimulating introduction to the science of the marine environment. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course. Science is a practical subject and research suggests that success in future  scientific study, or a scientific career, requires good practical skills. Ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or  aquaculture. | |

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| **Q\*Marine Science II Honors** | |
| **Course #** | 20025201,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Marine Science I Honors with a recommended average grade of C or better in marine science, and/or enrollment in AVID. |
| **Credit** | 1 |
| This course will provide an in-depth study of the marine environment begun in marine science. Its goal is to present science in a social context and to give students the foundation needed to be intelligent participants in important societal discussions that involve environmental issues touching on oceans, climate and coastal zones. | |

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| **\*Physical Science** | |
| **Course #** | 20033101,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| This course provides students with a qualitative, investigative study of the introductory concepts of physics and chemistry. Topics include dynamics, periodic table, forms of energy, electricity and magnetism and chemical interactions. | |

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| **\*Environmental Science** | |
| **Course #** | 20013401,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to study man's interaction with the environment. The content should include, but not be limited to the following: forms of pollution, conservation, environmental planning and policy, public land usages, population dynamics and major forms of energy. | |

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| **Q\* AP Environmental Science** | |
| **Course #** | 20013801,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Biology and chemistry with a recommended average grade of C or better in biology, algebra I and/or enrollment in AVID. |
| **Credit** | 1 |
| The purpose of this course is to provide a college level course in environmental science, and to prepare the students to seek credit and/or appropriate placement in college environmental science courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Earth/Space Science Honors to insure sufficient time for the required laboratory experiences. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **Q\* AP Biology** | |
| **Course #** | 20003401,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Biology and chemistry with a recommended average grade of C or better in biology, and/or enrollment in AVID |
| **Credit** | 1 |
| The purpose of this course is to provide a college level course in biology, and to prepare the student to seek credit and/or appropriate placement in college biology courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Biology II Honors to insure sufficient time for the required laboratory experiences. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **\*Chemistry** | |
| **Course #** | 20033401,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Algebra I |
| **Credit** | 1 |
| This course will provide students with the study of the composition, properties, and changes associated with matter. Topics such as atomic theory, periodic table, bonding, chemical formulas, behavior of gases, and chemical reactions are included. | |

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| **Q\*Chemistry Honors** | |
| **Course #** | 20033501,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Algebra I |
| **Credit** | 1 |
| This course will provide students with a rigorous study of the composition, properties, and changes associated with matter. Topics include heat, atomic structure, mole concept, reaction rates and equilibrium, solutions, and electrochemistry. | |

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| **Q\*AP Chemistry** | |
| **Course #** | 20033701,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Chemistry I and Algebra 1 with a recommended grade of C or better in chemistry, algebra I and/or enrollment in AVID. |
| **Credit** | 1 |
| The purpose of this course to provide a college level course in chemistry, and to prepare the student to seek credit and/or appropriate placement in college chemistry courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Chemistry II Honors to insure sufficient time for the required laboratory experiences. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **\*Physics I** | |
| **Course #** | 20033801,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Algebra 1 |
| **Credit** | 1 |
| This course will provide students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Topics include energy, heat, light, electricity and nuclear physics. | |

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| **Q\*Physics I Honors** | |
| **Course #** | 20033901,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Algebra 1 |
| **Credit** | 1 |
| This course will provide students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Topics include energy, heat, light, electricity and nuclear physics. | |

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| **Q\*AP Physics I** | |
| **Course #** | 20034301,2 |
| **Grade Level** | 9-12 |
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| **Length** | 1 year |
| **Prerequisite** | Chemistry, physics, and must be enrolled in calculus. C or better in Physics I, and/or enrollment in AVID |
| **Credit** | 1 |
| This course will provide a college level course in physics and will prepare students to seek credit and/or appropriate placement in college physics. Unlike AP Physics B, this course will involve the students in calculus applications. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Physics II Honors to insure sufficient time for the required laboratory experiences. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **SPECIAL COURSES OFFERED ONLY BY IB/PRE-IB MAGNET PROGRAMS** |

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| **Q \*Biology I Pre-IB** | |
| **Course #** | 20008005 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into IB |
| **Credit** | 1 |
| This course is designed as a biological survey course. Laboratory experiments and research investigations are emphasized. Students will be evaluated by performance on tests, laboratory reports, class participation, and individual research investigations. In-depth study of the following topics will be included: scientific methods, taxonomy, cytology, genetics, botany, microbiology, zoology, ecology, human anatomy and physiology.  *Students are required to take the state Biology End-of-Course Exam.* | |

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| **Q \*Biology I/III - IB** | |
| **Course #** | 20008105 & 20008205 |
| **Grade Level** | 9-12 |
| **Length** | 1 year each |
| **Prerequisite** | Pre IB-Biology |
| **Credit** | 1 or 2 |
| IB Biology covers a wide range of topics in three major areas: cell biology and biochemistry, genetics and human anatomy and physiology. First unit emphasizes relationships between cell organelles and vital processes such as respiration and photosynthesis. Genetics is approached from both the cell level and the molecular level. Similarities and uniqueness of design are both noted with respect to possible origins. Laboratory experience varies from dissections to operation of electrophoresis equipment.  (a) Higher Level: The biochemical base; control of the individual organism; interactions between organisms and their environment; diversity among living things; special problems relating to man.  (b) Subsidiary Level: Energy flow; the cell; Homeostasis; continuance of life; ecological and evolutionary biology. | |

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| **Q \*Chemistry I Pre-IB** | |
| **Course #** | 20038005 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into IB |
| **Credit** | 1 |
| Areas of study include atomic theory and structure, periodic properties, qualitative and quantitative studies of reactions, bonding, gas laws, acid-base theory, kinetics, equilibria, and redox systems. Extensive laboratory work includes lab techniques, analysis and report writing. | |

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| **Q Chemistry I/III - IB** | |
| **Course #** | 20038105 & 20038205 |
| **Grade Level** | 9-12 |
| **Length** | 1 year each |
| **Prerequisite** | Pre IB-Chemistry |
| **Credit** | 1 or 2 |
| Areas of study include chemical equilibrium, thermodynamics, reaction kinetics, Redox system, organic chemistry and electrochemistry.  (a) Higher Level: Atomic structure; bonding; kinetic theory of matter; kinetics; equilibria energies; periodicity; carbon chemistry; extension areas.  (b) Subsidiary Level: Atomic models; periodic system; chemical bonding; kinetic theory; energetics; kinetics; equilibrium structure and shape of molecules; properties of functional groups in molecules | |

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| **Q \*IB Physics II and III** | |
| **Course #** | 20038455 & 20038505 |
| **Grade Level** | 9-12 |
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| **Length** | 1 year each |
| **Prerequisite** | Pre IB-Physics |
| **Credit** | 1 or 2 |
| Areas of study continue those introduced in PIB Physics with greater depth. Plus:  (a) Higher Level: The course examines mechanics in greater depth including combinations of forces, motion in two dimensions, projectile, circular, rotary and simple harmonic motion, conservation of energy and momentum, and elastic/inelastic collisions. Problem solving and lab work are major course components.  (b) Subsidiary Level: The first semester covers topics in electricity and magnetism with appropriate lab work. The second semester comprises topics in modern physics including relativity, spectra and quantum mechanics, nuclear physics and high energy interactions. Problem solving and lab work are major course components. | |

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| **Q \*Sports, Exercise Science - IB** | |
| **Course #** | 2001820 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into IB |
| **Credit** | 1 |
| The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. | |

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| **Explanation of Symbols** | |
| **Symbol** | **Explanation** |
| **\*** | Identifies courses that may be used as one of three (3) science courses needed for graduation. |
| All of the high school science courses include labs. | |
| **Description: C:\Users\HOLLOWAYL\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\VFNRH0QY\ScreenHunter_09 Aug  26 12 44.gif** | The virtual symbol indicates this course is available in a virtual learning environment.  All Pinellas Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories. |

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| **Honors** Courses will offer learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students will engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in notetaking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, and solving problems. Students will develop and demonstrate skills through participation in a capstone and/or extended research-based paper/project (e.g., national history competitions, citizenship projects, mock congressional hearings, investment portfolio contests, or other teacher-directed projects. |

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| **\*American Government** | |
| **Course #** | 21063100 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| Students gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in contemporary American society. | |

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| **Q\*American Government Honors** | |
| **Course #** | 21063200 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| Students gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in contemporary American society. Students in an honors class will study and analyze primary source documents, write document-based question essays, and incorporate additional reading and current events. | |

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| **Q\*AP American Government and Politics** | |
| **Course #** | 21064200 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **Law Studies** | |
| **Course #** | 21063500 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| Students learn that the American legal system is the foundation of American society. In order to function effectively, students examine those laws which have an impact on citizens' lives and are provided with an introduction to fundamental civil and criminal justice procedures. | |

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| **Court Procedures** | |
| **Course #** | 2106390 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | Half credit (.5) |
| The grade 9-12 Court Procedures Intern course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system. | |

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| **Anthropology** | |
| **Course #** | 2101300 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | Half credit (.5) |
| The grade 9-12 Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and  Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions. | |

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| **\*World History** | |
| **Course #** | 21093101, 2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| This World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South  America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. | |

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| **Q\*World History Honors** | |
| **Course #** | 21093201, 2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| This World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South  America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. | |

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| **Q AP World History** | |
| **Course #** | 21094201,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students understand the development of civilizations of the world within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **Q \* United States History Honors** | |
| **Course #** | 21003201, 2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students examine the development of the United States from the Reconstruction period to the current time within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Students in an honors class will study and analyze primary source documents, write document-based question essays, and incorporate additional readings. | |

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| **Q \* AP United States History** | |
| **Course #** | 21003301,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students analyze the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **\*Economics with Financial Literacy** | |
| **Course #** | 2102335 |
| **Grade Level** | 12 |
| **Length** | 1 semester |
| **Prerequisite** |  |
| **Credit** | 1/2 |
| The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. | |

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| **Q\*Economics with Financial Literacy Honors** | |
| **Course #** | 2102345 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. | |

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| **Q \*AP Economics** | |
| **Course #** | 21023600 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| Students acquire the decision-making tools necessary for understanding that society must organize its limited resources to satisfy its unlimited wants, and understand the factors that influence the economic system. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **Psychology I** | |
| **Course #** | 21073000 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| Through study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. | |

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| **Psychology II** | |
| **Course #** | 21073100 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | Psychology I |
| **Credit** | 1/2 |
| Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology. | |

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| **Q AICE Psychology** | |
| **Course #** | 2107360 |
| Grade Level | 9-12 |
| Length | 1 year |
| Prerequisite | None |
| Credit | 1 |
| Cambridge International AS & A Level Psychology is designed to give students an understanding of psychological  concepts, theories and research methodology. The syllabus is suitable for students who have no prior learning in  psychology engages with four core areas of psychology: biological, cognitive, social and learning; allows students to deepen their knowledge through a choice of two options at Cambridge International A Level from clinical psychology, consumer psychology, health psychology or organizational psychology; and encourages students to consider the  relationships between psychological findings and everyday life. | |

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| **Q AP Human Geography** | |
| **Course #** | 21034001,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to prepare students to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and how they change over time. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **Holocaust** | |
| **Course #** | 2109430 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | Half credit (.5) |
| The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and  Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping. | |

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| **AICE Sociology** | |
| **Course #** | 2100336 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| In a rapidly changing world, this course offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their  continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political  issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way. | |

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| **World Religions** | |
| **Course #** | 21053100 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| Students acquire an understanding of the way people in different cultures satisfy their spiritual needs. Students understand the place of religion in culture, the importance that has been attached to religion in peoples' lives and the relationship between religion and other social institutions. | |

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| **Q Philosophy Honors** | |
| **Course #** | 21053100 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| Students acquire an understanding of the way people in different cultures satisfy their spiritual needs. Students understand the place of religion in culture, the importance that has been attached to religion in peoples' lives and the relationship between religion and other social institutions. | |

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| **Q AP European History** | |
| **Course #** | 21093801,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students analyze the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. | |
| **Note:** Students are required to take the Advanced Placement examination. | |

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| SPECIAL COURSES OFFERED ONLY BY |
| **PRE IB/IB PROGRAMS** |

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| **Q \*World History – Pre -IB** | |
| **Course #** | 21098105 |
| **Grade Level** | 10 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into IB Program |
| **Credit** | 1 |
| The purpose of this course is to provide students a survey of world history from prehistoric times to the present era. While the course will study earlier societies, the major focus on the course will be on the last two hundred years. The program emphasizes the contributions of the past to contemporary life as well as the ways other societies have attempted to answer questions and resolved problems that continue to perplex mankind today. The students explore interpretations of history and change, the development of institutions, the meaning of the good life, myth and reality, growth and decline of civilizations, changing concepts of right and wrong, relationships between church and state, and conflicts between social and economic classes. | |

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| **Q \*Contemporary History - IB** | |
| **Course #** | 21098005 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into IB Program |
| **Credit** | 1 |
| Students understand the development of the contemporary world within the context of the 20th century. Topics to be studied include causes, practices and effects of war in the 20th century,  single party states, east/west relations, and decolonization and independence movements in the 20th century. Guided Coursework is required. | |

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| **Q \*History of the Americas - IB** | |
| **Course #** | 21008005 |
| **Grade Level** | 11 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into IB program |
| **Credit** | 1 |
| Students understand the development of the nations of the Western Hemisphere within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Guided Course work is included. | |

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| **Q Global Politics IB** | |
| **Course #** | 2106850 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance into IB Program |
| **Credit** | 1 |
| Allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.  Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. | |

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| **Q Theory of Knowledge 2 -IB** | |
| **Course #** | 0900810 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Theory of Knowledge 1 |
| **Credit** | 1 |
| This course aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.  It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge. It considers the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.  In addition, TOK prompts students to be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and recognize the need to act responsibly in an increasingly interconnected but uncertain world. | |

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| **Q Theory of Knowledge 1-IB** | |
| **Course #** | 0900800 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Acceptance in the IB Program |
| **Credit** | 1 |
| The purpose of this course is to make explicit through analysis, comparison, and interdisciplinary integration, the concepts of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, history, and in moral, political, and aesthetic judgments. | |

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| **Explanation of Symbols** | |
| **Symbol** | **Explanation** |
| **\*** | Course meets Social Studies graduation requirement. |
| **Description: C:\Users\HOLLOWAYL\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\VFNRH0QY\ScreenHunter_09 Aug  26 12 44.gif** | The Pinellas County Schools virtual symbol indicates this course is available in a virtual learning environment.  All PCS Pinellas Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories. |

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| **\*\*Two Dimensional Art I** | |
| **Course #** | 0101300 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| 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. Students 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. | |

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| **\*\*Two Dimensional Art II** | |
| **Course #** | 0101310 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | Two-Dimensional Art 1 |
| **Credit** | 1 |
| 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. | |

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| **\*\*Three Dimensional Art I** | |
| **Course #** | 0101330 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| 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 with consideration of the workability, durability, cost, and toxicity of the media used. 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. | |

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| **\*\*Three Dimensional Art II** | |
| Course # | 0101340 |
| Grade Level | 10-12 |
| Length | 1 year |
| Prerequisite | Creating Two-Dimensional Art, Creating Three-Dimensional Art, Two-Dimensional Studio Art 1, OR Three-Dimensional Studio Art 1 |
| Credit | 1 |
| 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 with consideration of the workability, durability, cost, and toxicity of the media used. 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. | |

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| **Q\*\*AP Studio Art 2D Portfolio** | |
| **Course #** | 0109350 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | 2 years of art |
| **Credit** | 1 |
| This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP Credit through submitting a Portfolio of work for consideration by the College Board. Course includes district developed requirements that demonstrate students’ mastery of rigorous standards required of quality point art courses. | |

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| **\*\*Creative Photography** | |
| **Course #** | 0108310 |
| **Grade Level** | 9-12 |
| **Length** | 1 Year |
| **Prerequisite** | 1 year of Visual Art |
| **Credit** | 1 |
| 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. | |

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| **\*\*Digital Art Imaging I** | |
| **Course #** | 0108370 |
| **Grade Level** | 10-12 |
| **Length** | 1 Year |
| **Prerequisite** | 1 Year of Visual Art |
| **Credit** | 1 |
| Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. | |

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| **\*\*AP Art/Drawing Portfolio** | |
| **Course #** | 0104300 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | 2 years of art |
| **Credit** | 1 |
| The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in drawing. Course includes district developed requirements that demonstrate students’ mastery of rigorous standards required of quality point art courses. | |

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| **Q\*\* AP History of Art** | |
| **Course #** | 0100300 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | 1 Year of Visual Art |
| **Credit** | 1 |
| The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. Students are required to take the Advanced Placement examination. Course includes district developed requirements that demonstrate students’ mastery of rigorous standards required of quality point art courses. | |

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| **Special Courses Offered only by IB** |

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| **Q\*\* IB-Art A-1** | |
| **Course #** | 0114850 |
| **Grade Level** | 11 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to, the following: -opportunities for students to develop aesthetic, imaginative, and creative faculties -activities that stimulate and train visual awareness, perception, and criticism of the arts of various cultures  -activities that will enable students to discover, develop, and enjoy means of creative visual expression, which are suited to their temperament and capabilities in the studio and elsewhere -activities that will encourage the pursuit of quality through training, individual experiment, and persistent endeavor -activities that will exemplify and encourage a lively, inquiring, and informed attitude toward art and design in all their forms, in history and today | |

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| **Q\*\* IB-Art A-2/Design Higher Level** | |
| **Course #** | 0114860 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to, the following: -opportunities for students to develop aesthetic, imaginative, and creative faculties  -activities that stimulate and train visual awareness, perception, and criticism of the arts of various cultures  -activities that will enable students to discover, develop, and enjoy means of creative visual expression, which are suited to their temperament and capabilities in the studio and elsewhere -activities that will encourage the pursuit of quality through training, individual experiment, and persistent endeavor -activities that will exemplify and encourage a lively, inquiring, and informed attitude toward art and design in all their forms, in history and today | |

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| **Q\*\* IB-Art A-3/Design Higher Level** | |
| **Course #** | 01148705 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to, the following: -opportunities for students to develop aesthetic, imaginative, and creative faculties  -activities that stimulate and train visual awareness, perception, and criticism of the arts of various cultures  -activities that will enable students to discover, develop, and enjoy means of creative visual expression, which are suited to their temperament and capabilities, in the studio and elsewhere -activities that will encourage the pursuit of quality through training, individual experiment, and persistent endeavor -activities that will exemplify and encourage a lively, inquiring, and informed attitude toward art and design in all their forms, in history and today | |

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| **Explanation of Symbols** | |
| **Symbol** | **Explanation** |
| **\*\*** | Course meets Fine Arts graduation requirement. |
| **OC** | The Pinellas County School (PCS) virtual symbol indicates this course is available in a Pinellas County School virtual learning environment.  All Pinellas County School Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories. |
| **Q** | This course is weighted and carries a quality point. |

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| ***NGSSS for World Languages Communication Standards***  ***Interpretive Listening and Reading,***  ***Interpersonal Communication,***  ***Presentation Speaking and Writing***  ***and Intercultural Standards***  ***Language Arts CC Standards for Reading, Writing, Speaking and Listening***  ***Key Ideas and Details***  ***Comprehension and Collaboration***  ***Presentation of Knowledge and Ideas***  ***Text Types and Purposes*** |

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| Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. As a result of their language study, students gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own. The standards and benchmarks for these courses are aligned with the expected levels of language proficiency rather than grade levels. |
| Students who earn high school credit for middle school study are expected to take at least one to two additional years of the same language in high school or begin a two-year sequence (minimum) of a different language. Completion of the longest sequence possible in the same language is recommended. |

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

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

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

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| **Q Spanish 4 Honors** | |
| **Course #** | 0708370 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Spanish 3 or equivalent |
| **Credit** | 1 |
| 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 communication 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. Students are expected to demonstrate proficiency at the Advanced-low to Advanced-mid level by the end of this course. | |

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| **Q Spanish 5 Honors** | |
| **Course #** | 0708380 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | Spanish 4 equivalent |
| **Credit** | 1 |
| Spanish 5 expands the skills acquired by the students in Spanish 4. Specific content includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, ad surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures. Students are expected to demonstrate proficiency at the Advanced-high level by the end of this course. | |

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| **Q AP Spanish Language** | |
| **Course #** | 0708400 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | \*Spanish 4 and/or 5 or equivalent |
| **Credit** | 1 |
| *\*It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.* | |
| The purpose of this course is to develop oral and written fluency in the language. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines. | |
| **Students are required to take the Advanced Placement examination.** | |

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| **Q AP Spanish Literature** | |
| **Course #** | 0708410 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | \*Spanish 4 and/or 5 or equivalent |
| **Credit** | 1 |
| *\*It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.* | |
| The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages’ (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). | |
| **Students are required to take the Advanced Placement examination.** | |

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| **Special courses offered in the**  **IB Magnet Programs only** |

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| **Q Pre Diploma IB French 2** | |
| **Course #** | 0701810 |
| **Grade Level** | 9 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students will work toward proficiency in French through the building of listening, speaking, reading and writing skills. The course has an early emphasis on oral and written expression. Course work includes mastery of basic grammatical principles and acquisition of a working vocabulary in French. From the beginning of French study, the students are exposed to the geographic, ethnic, and cultural variety of the French speaking world. Students may also read poems and short stories in French, perform French skits, and study the most frequently used idioms in the French language. | |

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| **Q Pre Diploma IB French 3** | |
| **Course #** | 0701820 |
| **Grade Level** | 10 |
| **Length** | 1 year |
| **Prerequisite** | Pre-diploma IB French 2 or equivalent |
| **Credit** | 1 |
| This course includes necessary grammatical structures for refining already acquired skills in French. Material covered in the first-year course will be reviewed, and there will be increased practice and drill of appropriate speech patterns and sounds. The student’s vocabulary will be enriched, and practice in oral and written expression will be emphasized. Idiomatic usage will be highlighted to render a richer style in communication. Students who complete the first two years of PRE IB French will have completed three levels of language. | |

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| **Q IB French 4** | |
| **Course #** | 0701830 |
| **Grade Level** | 11 |
| **Length** | 1 year |
| **Prerequisite** | IB French 3 or equivalent |
| **Credit** | 1 |
| Students will continue to master intermediate grammar, composition, and oral work in level 4. Students will be required to read articles and literary works in French. This course will also include an introduction to advanced grammar as well as class conversations, and oral reports. | |

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| **Q IB French 5** | |
| **Course #** | 0701840 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | IB French 4 or equivalent |
| **Credit** | 1 |
| This course prepares students to take the IB French subsidiary or higher-level examinations. Students are required to master advanced grammar topics and learn and apply vocabulary dealing with literature and IB life and civilization topics. Oral reports, conversation and written compositions are integral parts of the course. | |

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| **Q IB French 6** | |
| **Course #** | 0701865 |
| **Grade Level** | 12 |
| **Length** | 1 Year |
| **Prerequisite** | IB French 4 or equivalent |
| **Credit** | 1 |
| French 6 expands the communication skills acquired by students in French 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements. | |

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| **Q Pre-IB Spanish 1/2** | |
| **Course #** | 0708810 |
| **Grade Level** | 9 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| Students will work toward proficiency in Spanish through the building of listening, speaking, reading and writing skills. First year emphasis will be on the development of listening and speaking abilities. Question and answer oral exercises as well as dialogues will be part of the daily routine. Students will be guided to improvisation and free communication. Reading and writing skills will also assume a large part of the program. Students will acquire a basic knowledge of the culture of Spanish-speaking people. | |

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| **Q Pre-IB Spanish 3** | |
| **Course #** | 0708820 |
| **Grade Level** | 10 |
| **Length** | 1 year |
| **Prerequisite** | Pre-Diploma IB Spanish 2 or equivalent |
| **Credit** | 1 |
| Students in this course will master the grammatical structures in Spanish through listening, speaking, reading, and writing. Emphasis will be placed on increasing vocabulary and refining its use, including idioms. Students will be required to write original compositions, prepare improvised short speeches, read short stories and poetry and research the customs and culture of Spanish-speaking countries. Students who complete the first two years of PRE IB Spanish will have completed three levels of language. | |

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| **Q IB Spanish 4** | |
| **Course #** | 0708830 |
| **Grade Level** | 11 |
| **Length** | 1 year |
| **Prerequisite** | Pre-Diploma IB 3 or equivalent |
| **Credit** | 1 |
| Students will continue to master intermediate grammar, composition, and oral work. Spanish is the primary language of communication. Students will be required to read articles and literary works in Spanish. This course will also include an introduction to advanced grammar as well as conversation and oral reports. | |

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| **Explanation of Symbols** | |
| **Symbol** | **Explanation** |
| **OC** | This symbol indicates this course is available in a Pinellas County School virtual learning environment.  All Pinellas County School Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories. |

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| **Q IB Spanish 5** | |
| **Course #** | 0708840 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | IB Spanish 4 or equivalent |
| **Credit** | 1 |
| This course prepares students to take the IB Spanish subsidiary or higher-level examinations. Students are required to speak Spanish in class, master advanced grammar topics, and learn vocabulary dealing with literature and the IB life and civilization topics. Oral reports, conversation and composition work form an integral part of the course. This course will prepare the students for the Advanced Placement examinations in Spanish language. Students will concentrate on the study of two literary works. | |

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| **Q IB Spanish 6** | |
| **Course #** | 0708865 |
| **Grade Level** | 12 |
| **Length** | 1 Year |
| **Prerequisite** | IB Spanish 4 or equivalent |
| **Credit** | 1 |
| Spanish 6 expands the communication skills acquired by students in Spanish 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements. | |

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

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

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| **\*Algebra 1A** | | |
| **Course #** | 1200370 | |
| **Grade Level** | 9 | |
| **Length** | 1 year | |
| **Prerequisite** | None | |
| **Credit** | 1 | |
| This course is the first half of the algebraic content for the algebra one program. Topics shall include, but not be limited to, the real number system with emphasis on rational and irrational numbers, sets, variables, algebraic expressions, patterns, relations and functions, solutions to linear equations and inequalities, rates, ratios, proportions, coordinate geometry, graphs, Venn diagrams, real-world problems, problem solving strategies, and literacy strategies. | | |
| **\*Geometry** | | |
| **Course #** | 1206310 | **EOC** |
| **Grade Level** | 9-12 | |
| **Length** | 1 year | |
| **Prerequisite** | Completion of the Algebra 1 course or equivalent (See Note)  One full credit of the Algebra 1 course or completion of an Algebra 1 or equivalent course with a passing grade. | |
| **Credit** | 1 | |
| The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, spheres, trigonometric ratios, problem solving strategies and literacy strategies. | | |

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| **Q \*Geometry Honors** | | |
| **Course #** | 1206320 | **EOC** |
| **Grade Level** | 9-12 | |
| **Length** | 1 year | |
| **Prerequisite** | One Algebra 1 credit of level 4 or 5 and a passing grade in Algebra 1 Honors or one full credit in Algebra 1 or Algebra 1 Honors | |
| **Credit** | 1 | |
| The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, truth tables, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, vectors, Fibonacci sequence, golden ratio, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, cross sections, spheres, coordinate geometry, trigonometric ratios, problem solving strategies and literacy strategies. | | |

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| **\*Math for College Liberal Arts** | | |
| **Course #** | 1207350 |  |
| **Grade Level** | 9-12 | |
| **Length** | 1 year | |
| **Prerequisite** | Geometry | |
| **Credit** | 1 | |
| In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory. | | |

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| **\*Math for College Algebra** | | |
| **Course #** | 1200710 |  |
| **Grade Level** | 9-12 | |
| **Length** | 1 year | |
| **Prerequisite** | Geometry | |
| **Credit** | 1 | |
| In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition. | | |

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

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| **Q \*Algebra 2 Honors** | |
| **Course #** | 1200340 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** | One full credit in Algebra 1 Honors or one full credit in Algebra 1 and enrollment in AVID |
| **Credit** | 1 |
| The purpose of this course is to study algebraic topics in-depth with emphasis on theory, proof, and development of formulas and their applications. Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, absolute value, direct, inverse and joint variation, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomial equations and inequalities, Binomial Theorem, radical expressions, non-linear systems of equations, conic sections, sigma notation, arithmetic and geometric sequences, equations of circles, real-world applications, problem solving strategies and literacy strategies. | |

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| **Q \*Probability and Statistics** | |
| **Course #** | 1210300 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | One full credit in Algebra 2 or higher |
| **Credit** | 1 |
| The purpose of this course is to explore the concepts of probability and elementary statistics. Topics shall include, but not be limited to, random experiments, probability concepts, counting principles, permutations, combinations, sample spaces, binomial distribution, concepts of descriptive statistics, measures of central tendency, measures of variability, normal distribution, statistical applications including hypotheses testing, real-world applications, problem solving strategies and literacy strategies. | |

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| **Q \*Pre-Calculus Honors** | |
| **Course #** | 1202340 |
| **Grade Level** | 10-12 |
| **Length** | 1 year |
| **Prerequisite** | One full credit in Algebra 2 |
| **Credit** | 1 |
| The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, trigonometric/circular functions, arithmetic and geometric series, concept of limits, vectors, conic sections, polar coordinate systems, mathematical induction, parametric equations, complex numbers, real-world applications, problem solving strategies and literacy strategies. | |
| **Note:** *A student who receives credit for both Trigonometry and Analytic Geometry cannot receive credit for Pre-calculus.* | |

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| **Q \*Calculus Honors** | |
| **Course #** | 1202300 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | 1 credit in Pre-Calc or AP Pre-Calc. |
| **Credit** | 1 |
| The purpose of this course is to provide a foundation for the study of advanced mathematics, including elementary functions and techniques of calculus. Topics shall include, but not be limited to, concept of limits, derivatives, anti-derivatives, tangent lines, integration, real-world applications, problem solving strategies and literacy strategies. | |

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| **Q \*AP Pre-Calculus** | |
| **Course #** |  |
| **Grade Level** |  |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | 1 |
| College precalculus courses are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical  representations and their applications in a variety of contexts. Furthermore, students apply their understanding of  functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets. | |

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| **Q\* AP Calculus AB** | |
| **Course #** | 1202310 |
| **Grade Level** | 11-12 |
| **Length** | 1 year |
| **Prerequisite** | Credit in Trigonometry and Analytic Geometry or Pre-Calculus |
| **Credit** | 1 |
| The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content is specified by the Advanced Placement Program. | |
| ***Note:*** *Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.* | |

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| **Q\* AP Calculus BC** | |
| **Course #** | 1202320 |
| **Grade Level** | 11 - 12 |
| **Length** | 1 year |
| **Prerequisite** | Credit in Trigonometry and Analytic Geometry or Pre-Calculus |
| **Credit** | 1 |
| The purpose of this course is to provide an extensive study of the general theory and techniques of calculus. The content is specified by the Advanced Placement Program. | |
| **Note:***Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.* | |

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

The dual enrollment classes of Intermediate College and College Algebra are offered here on campus if students qualify. Please see your guidance counselor if interested.

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| **\*\*Critical Thinking and Study Skills(SAT Prep)** | |
| **Course #** | 1700370X |
| **Grade Level** | 10-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 Elective Credit |
| The purpose of this course is to provide instruction and practice to prepare for the mathematics section of the Scholastic Aptitude Test (SAT) for college admission. This course is used to prepare students for the SAT reading, writing, and mathematics test in combination. | |
| **Note:** *Credit in this course precludes a student from earning credit in Critical Thinking and Study Skills, as outlined in the research section in this document*. | |

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| **SPECIAL COURSES OFFERED ONLY BY IB MAGNET PROGRAMS** |

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| **Q\* IB MYP Geometry** | |
| **Course #** | 1206810 |
| **Grade Level** | 10 |
| **Length** | 1 Semester |
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| **Prerequisite** | See IB Counselor |
| **Credit** | 1 |
| The purpose of this course is to develop the geometric relationships and reasoning strategies that can be used to solve a variety of complex real-world and mathematical problems. Content shall include study in the areas of congruence, similarity, right triangles, & trigonometry, modeling with geometry, geometric measurement & dimension, expressing geometric properties with equations, circles, conditional probability & the rules of probability, and using probability to make decisions. Grades and credit are assigned through completion of the course. The Geometry End-of-Course (EOC) assessment is 30% of the course grade and achieving a level 3, 4, or 5 is required to meet the Scholar Designation requirements. | |

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| **Q\* IB MYP Algebra 2** | |
| **Course #** | 1200395 |
| **Grade Level** | 9 |
| **Length** | 1 year |
| **Prerequisite** | See IB Counselor |
| **Credit** | 1 |
| IB MYP Algebra 2 extends upon the concepts of Algebra 1 to continue instruction in solving equations and inequalities, operations with polynomials, rational expressions, relations, functions, logarithms, progressions, binomial expressions, coordinate geometry, conic sections, matrices, probability, and trigonometry. Problem solving is emphasized throughout the course. Instruction and assignments in these classes are characterized by acceleration, depth, complexity and novelty as well as more independence. | |

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| **Q\* IB Pre-Calculus** | |
| **Course** | 1202375 |
| **Grade Level** | 11 |
| **Length** | 1 year |
| **Prerequisite** | None |
| **Credit** | 1 |
| The course is the first in a two-year sequence of mathematics courses that focus on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. | |

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| **Q\* IB Mathmatical Studies** | |
| **Course #** | 1209800 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | See IB Counselor |
| **Credit** | 1 |
| The purpose of this course is to provide for the study of certain advanced topics. The content should include, but not be limited to, the following: the structure of mathematics, number theory, logic, relations, linear and exponential functions, probability and statistics, and sequences and series. | |

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| **Q\* IB Advanced Calculus** | |
| **Course** | 1202830 |
| **Grade Level** | 12 |
| **Length** | 1 Year |
| **Prerequisite** |  |
| **Credit** | 1 |
| The course is the second in a two-year sequence of mathematics courses that focus on developing important mathematical concepts in a comprehensive, coherent and rigorous way through a balanced approach. During this year of study, students will have 40 hours of instruction that focuses on calculus, in addition to instruction in a variety of mathematical topics ranging from algebra to calculus. | |

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| **Q\* Set, Relations and Groups** | |
| **Course** | 1210325 |
| **Grade Level** | 12 |
| **Length** | 1 Year |
| **Prerequisite** |  |
| **Credit** | 1 |
| The course is the second in a two-year sequence of mathematics courses that focus on developing important mathematical concepts in a comprehensive, coherent and rigorous way through a balanced approach. During this year of study, students will have 40 hours of instruction that focuses on sets, relations and groups, in addition to instruction in a variety of mathematical topics ranging from algebra to calculus. | |

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| **Q\* IB Probability and Statistics** | |
| **Course** | 1210323 |
| **Grade Level** | 12 |
| **Length** | 1 Year |
| **Prerequisite** |  |
| **Credit** | 1 |
| The course is the second in a two-year sequence of mathematics courses that focus on developing important mathematical concepts in a comprehensive, coherent and rigorous way through a balanced approach. During this year of study, students will have 40 hours of instruction that focuses on statistics and probability, in addition to instruction in a variety of mathematical topics ranging from algebra to calculus. | |

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| **Explanation of Symbols** | |
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| **Symbol** | Explanation |
| **\*** | Course meets Mathematics graduation requirement. |
| **\*\*** | Course meets Mathematics graduation requirement if a student performance plan (PCS Form 2-2705) is on file. |
| **\*\*\*** | Elective Credit Only |
| **OC** | Online Course – Meets Online requirment |
| **Description: C:\Users\HOLLOWAYL\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\VFNRH0QY\ScreenHunter_09 Aug  26 12 44.gif** | The virtual symbol indicates this course is available in a Pinellas County School virtual learning environment.  All Pinellas Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories. |

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| **Q\* IB Statistics and Introduction Differential Calculus** | |
| **Course** | 1210310 |
| **Grade Level** | 12 |
| **Length** | 1 Year |
| **Prerequisite** |  |
| **Credit** | 1 |
| The course is the second in a two-year sequence of mathematics courses that focus on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. | |
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