

# St. Petersburg HS Curriculum Guide

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**2020-2021**



## *St. Petersburg High School*

### **Principal's Message**

**2020-2021**

Dear Parents and Students:

Welcome to St. Petersburg High School home of the Green Devils. You will find a wealth of excellent and valuable information in this 2020-2021 Curriculum Guide. We are extremely proud of the many programs and educational opportunities offered to our students, from our AVID program, Construction Technology Magnet, Hospitality and Tourism, our new 3DE- Junior Achievement program to our Dual Enrollment and AP courses which offer students the opportunity to begin earning college credits while still in high school. Furthermore, many of our Business Education courses offer students the opportunity to earn Industry Certifications which help support them in the workforce and which can help earn college credit as well. Selecting academic and elective courses is both exciting and important. This process provides you with an opportunity to reflect and carefully consider your academic progress. Make sure that you are selecting courses that help support your overall goals for post high school.

Please take time to think carefully about the course choices you are making. Now is the time to think about your future plans, setting your educational goals high and to do everything you can to take full advantage of all of the opportunities that are available here at SPHS. Your teachers and counselors are here to assist you and answer any questions you may have.

We know that 2020-2021 will be the best school year yet for students here at St. Petersburg High School. We look forward to helping all of our students continue to be successful in school and whatever path they choose to follow in life.

Sincerely,

A handwritten signature in cursive script that reads "Darlene Lebo". The signature is written in black ink on a light-colored background.

Darlene Lebo  
Principal



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**ADMINISTRATION**

DARLENE LEBO.....PRINCIPAL  
 KIEONNA LANE.....ASST. PRINCIPAL, IB  
 ANTHONY BRYANT.....ASST. PRINCIPAL  
 JENNIFER VRAGOVIC.....ASST. PRINCIPAL  
 LINCOLN YATES.....ASST. PRINCIPAL  
 SARA DINES.....RESOURCE OFFICER  
 DMITRI GUERRIER.....RESOURCE OFFICER

**GUIDANCE COUNSELORS**

JULIANNE HARRIS.....LAST NAMES A TO F  
 DENITA LOWERY.....LAST NAMES G TO N  
 KAYLEIGH BORDENKIRCHER.....LAST NAMES O TO Z  
 LA'TINA JOHNSON.....ALL IB

**PINELLAS COUNTY SCHOOL BOARD**

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 EILEEN M. LONG, VICE CHAIRPERSON  
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**AREA IV SUPERINTENDENT**

PATRICIA WRIGHT

**SUPERINTENDENT**

MICHAEL A. GREGO, ED. D.

# Pinellas Pathways to Graduation



The district has created three Pathways to Graduation to boost student achievement and assist families with educational planning: The Advanced Scholar Pathway, the College Scholar Pathway and the Technical/College Pathway.

Each Pathway provides rigorous and relevant course options that help students successfully complete the requirements for earning a high school diploma from the state. The Pathways also prepare students for future success and allow our graduates to uniquely distinguish themselves as they apply to colleges, universities, and technical schools, or enter the workforce.

The Pathways provide a roadmap to success. Students are free to pursue different Pathways later or multiple Pathways at the same time. No matter which Pinellas Pathway(s) students choose, they will be eligible for any or all of the diploma designations below, if they meet the necessary requirements.

## Advanced Scholar Pathway

This course of study includes a rigorous series of required and elective courses that best prepare students seeking admission to competitive four-year universities both in and out of state. This Pathway aligns with Pinellas County School's Advanced Scholar diploma designation.

Students who choose the Advanced Scholar Pathway will also have the opportunity to be recognized as Advanced Placement Scholars by the district and the [College Board](#).

## College Pathway

This course of study includes a rigorous series of required and elective courses that best prepare students seeking admission to universities or two- to four-year college degree programs both in and out of state. This Pathway aligns with the state's Scholar diploma designation.

## Technical/College Pathway

This course of study offers the opportunity for students to challenge themselves in specific academic and elective areas of interest, earn nationally recognized industry certifications and seek admission to universities, two- to four-year college degree or technical programs both in and out of state. This Pathway aligns with the state's Merit diploma designation.

## Diploma Designations

Students have the ability to earn three new diploma seals, also known as diploma designations: the state's new Scholar and Merit designations and Pinellas County School's new Advanced Scholar designation.

Students who meet all of the requirements for a state Scholar designation and earn a score of 3 or better on three Advanced Placement examinations will be eligible for the district's Advanced Scholar seal. As stated above, they will also be eligible for recognition by the College Board.

## Required Grade Point Average

Students must achieve a cumulative grade point average of 2.0 or above on a 4.0 scale to be eligible for a diploma. All high school courses taken will be included in the GPA calculation unless the grade has been forgiven.

## Grading Scale:

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

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

## Exam Requirements\* School Board Policy 5420.03

1. Final examinations shall be required in the following courses: art, music, social studies, science, language arts and reading, math, world languages, physical education, driver's education, health education and vocational.
2. All students shall take final examinations in those courses for which such examinations are required. An Advanced Placement or International Baccalaureate exam may be taken in lieu of a teacher developed final exam in those designated courses. In such cases, the student must still attend his or her regular subject area classes for structured activities and/or projects until the end of the grading period.
3. In the event a student is unable to take an examination at the given time because of a legitimate absence through illness or some other serious reason, the student shall be given an opportunity to make up the examination without penalty of any kind.
4. In the event a student is under suspension during such an examination period, the principal shall provide for the student's taking of the examination either at the given time or through some special arrangement, at the discretion of the teacher and principal.

## Final Exam Requirement:

With the following enumerated exceptions, students who have a course grade of "A" or "B" in the 1<sup>st</sup> quarter and a provisional course grade of "A" or "B" in the 2<sup>nd</sup> quarter are not required to take the final in that course. Except for second semester seniors, this provision shall apply to no more than three courses each semester, regardless of the number of periods in a student's schedule. The provisional 2<sup>nd</sup> quarter grade will be based on the grades earned for the first seven weeks of the 2<sup>nd</sup> quarter. The student must maintain the "A" or "B" grade through the remainder of the 2<sup>nd</sup> quarter.

## Exceptions

1. The student is enrolled in the same course during two (2) terms of the same school year. In such cases, the student is required to take at least one (1) final exam in that course.
2. The student has been enrolled in a District public high school for less than the entire term. In such cases, the student is required to take all exams.
3. The student has five (5) or more absences per semester in any class. If so, the student is required to take the final exam in all classes. Regardless of the number of minutes in a class period, an absence from the class is only counted as one (1) absence in the class for purposes of this policy. For purposes of this policy a student who is not present in class at least one half of the class period shall be counted absent. Preapproved absences for school sponsored activities, religious holidays, and college/post-secondary visitation shall not be counted in calculating the five (5) or more absences specified above. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one day per year for juniors.
4. The final exam is a State-required End of Course exam. Students not required to take a final exam may elect to take their final examinations to improve the final grades. A final grade shall not be reduced as a result of the examination grade, should the student elect this option.
5. The final exam is an Advanced Placement exam. Students are required to take the first semester exam for Advanced Placement courses. An Advanced Placement exam will be taken in lieu of a teacher developed final (semester 2) exam in those designated courses. In such cases, the student must still attend his or her regular subject area classes for structured activities and/or projects until the end of the grading period.

## Early Exams

If a secondary student withdraws or leaves school for the remainder of the year during the last ten (10) school days of the semester for a reason acceptable to the school principal, the student may be permitted to take early examinations.

1. No early exams shall be administered prior to the last twelve (12) school days of each semester.
2. Students shall pay a reasonable fee per examination as established by the Superintendent. The teacher who prepared the examination and the person (a certified instructional professional) who administers the examination will each be paid one-half (1/2) the fee per exam.
3. Early examinations shall not be given during regular school hours. Early examinations may be administered after school hours and on weekends.
4. In courses where the teacher chooses to give an oral/participation examination the exam shall be administered by that teacher.

## Weighted Grade Point Average

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

	A	B	C	D	F
AP/IB	5	4	3	1	0
Honors (Q)	4.5	3.5	2.5	1	0
Regular4	3	2	1	0	

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

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

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

*\*Valedictorian and Salutatorian Identification:* Each high school will identify a Valedictorian and Salutatorian based on class rank (see policy 5.15 (7) (a)) and students who qualify for summa cum laude, magna cum laude or cum laude status based upon the cumulative weighted grade point average as determined within this policy. For the purpose of determining the Valedictorian and Salutatorian a graduation 12<sup>th</sup> grader may drop high school credit courses taken in middle school or outside the regular school day in grades 9-12 from the calculation if the courses are not needed for graduation. Such selection does not provide that the students will address the graduating class. The choice of graduation speaker shall be made at the discretion of the principal. Students graduating with 18 credits in the accelerated graduation option are not eligible for Valedictorian or Salutatorian. Also, students enrolling in any specialty program with special program requirements may not have room in their schedule to guarantee enough quality point electives to qualify for Valedictorian or Salutatorian status.

## College Admissions

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

## COMPETITIVE ADMISSION PRACTICES

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

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

- A high school diploma
- Minimum test scores on the SAT or ACT
- A “B” or better average (3.0 on a 4.0 scale) in the following required academic subjects (additional weight will be assigned to grades in Honors and/or Advanced Placement courses):
  - Four credits in English, three of which must have included substantial writing requirement
  - Four credits in Mathematics all of which must be at Algebra I and above (Liberal Arts Math does not count).
  - Three credits in Natural Science, two of which must have included a substantial laboratory requirement.
  - Three credits in Social Studies.
  - Two credits in Foreign Language, both of which must be in the same language.
  - Four credits in additional approved electives.

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

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

**EARLY COLLEGE PROGRAM**

Pinellas County has partnered with St. Petersburg College to allow a few select students to attend St. Petersburg College full-time during their junior and senior years and still retain their “seat” at St. Petersburg High School. Students may also continue to participate in extra-curricular activities at SPHS. Information is available through the SPC campuses in Seminole, St. Petersburg and Tarpon Springs.

**EARLY ADMISSIONS**

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

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

- Have completed three full years of high school;
- Have a cumulative grade point average of 3.0 on a 4.0 scale;
- Have met the minimum level of performance for high school graduation on the FSA ELA and Algebra 1 EOC tests;
- Have earned an acceptable score on the college placement test;
- Have obtained the signature of the high school principal on the application for Early Admission to college; and
- Meet the college application deadline.

The curriculum assistant principal in each high school has further details regarding this program.

**TALENTED TWENTY**

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

## PINELLAS TECHNICAL COLLEGE (PTC)

PTC offers custom training for business and industry in the highly-technical and specialized areas of medical, automotive, electronics, construction, manufacturing, and a variety of service occupations. Incoming juniors and seniors who meet eligibility requirements may take a bus from our campus to PTC St. Petersburg Campus in the morning, returning for lunch and afternoon classes to St. Pete High School. Course enrollments are limited to space availability and include:

Program Name	Enrollment Year	Enrollment Semester
Air Conditioning, Heating & Refrigeration 1	Senior	August
Automation and Production	Senior	August
Automotive Collision and Repair	Senior	August
Automotive Service	Senior	August
Building Construction	Senior	August
Commercial Photography	Senior	August
Cosmetology (accelerated)	Senior	August January
Digital Video Production	Junior	August
Drafting	Junior	August
Electricity (SDS)	Junior	August
Landscape and Turf Management	Junior	August
Medical Administrative Office Specialist	Senior	August
Network Support Services	Junior Senior	August
Pharmacy Technician (2.5 GPS + 17 years old)	Senior	August
Plumbing (SDS)	Junior	August
Welding	Senior	August

Qualifications for dual enrollment remain the same:

- 16 years of age
- Unweighted 2.0 GPA,
- Minimal behavior referrals
- Good attendance record

(Exception is Pharmacy Technician- see above)

## NCAA Division I- Initial Eligibility Academic Requirements

There are new requirements for college-bound student-athletes enrolling full time at NCAA Division I college or university on or after August 1, 2016.

- Minimum core-course GPA of 2.300 required for competition;
- Ten core courses required before beginning of senior year for competition; and
- Slight changes in GPA/test score index (sliding scale).

For college-bound student-athletes enrolling full time at an NCAA Division I college or university on or after August 1, 2016, there are three possible academic outcomes:

1. Full Qualifier = competition, athletics aid (scholarship), and practice the first year.
2. Academic redshirt = athletics aid the first year, practice in the first regular academic term (semester of quarter).
3. \_ = no athletics aid, practice or competition the first year.

Students will need to meet the following requirements to receive **athletics aid, practice and compete** their first year:

- 16 core courses in the following areas:
  - 4 years English;
  - 3 years math at Algebra 1 level or higher
  - 2 years natural or physical science (one lab if offered at any high school attended);
  - 1 year additional English, math or natural/physical science;
  - 2 years social science; and
  - 4 years additional from areas above or foreign language, philosophy or comparative religion.
- Minimum required GPA:
  - Minimum GPA of **2.300** required for competition in those 26 core courses.
- Graduate from high school.

Core-course progression.

- Must complete **10** core courses before seventh semester of high school (e.g., senior year)
- Of the **10** core courses completed, **seven** must be in the area of **English, math** or **science**.
- These **10** core courses become “locked in” for the purpose of core-course GPA calculation.
  - A repeat of one of the “locked in” courses will not be used if taken after the seventh semester begins.

### Division I Sliding Scale (abbreviated)

Core GPA	SAT (critical reading/math only)	ACT Sum
2.725	730	60
2.700	740	61
2.675	750	61
2.450	840	70
2.425	850	70
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

The full sliding scale can be found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) under Resources.

### Academic Redshirt:

Requirements for **Scholarship** and **Practice**.

-16 core courses in the following areas:

- 4 years English,
  - 3 years math at Algebra 1 level or higher;
  - 2 years natural or physical science (one lab if offered by any school attended);
  - 1 year additional English, math or natural/physical science;
  - 2 years social science; and
  - 4 years additional from areas above or foreign language, philosophy or comparative religion.
- Minimum required GPA
- Minimum GPA of 2.000-2.299 in 16 core courses.
- Sliding scale.
- Minimum ACT sum or SAT score (critical reading/math only) that matches the 16 core-course GPA.

Student-athletes who fail to meet the required 10 core courses prior to the start of the seventh semester (seven of which must be in English, math, or natural or physical science), will be allowed to retake core courses in the seventh or eighth semester, which will be used in their academic certification for the purpose of meeting the academic redshirt requirements.

If a college-bound student-athlete meets these requirements, he/she can receive an **athletics scholarship** during his/her first year at an NCAA Division I college or university. After the first term is complete, the student-athlete must be academically successful (successfully completing nine semester hours or eight quarter hours in each applicable term) at his/her college or university to continue to practice for the remainder of the year.

### What if a student does not meet either set of requirements?

If a college-bound student-athlete does not meet either set of requirements, he/she is a **nonqualifier**.

#### A nonqualifier:

- Cannot receive athletics aid during the first year at an NCAA Division I college or university.
- Cannot practice or compete during the first year at a Division I college or university

## Florida Bright Futures Scholarship Program

Students must **APPLY** for the scholarship by submitting the *Florida Financial Aid Application* (FFAA) no later than August 31<sup>st</sup> after high school graduation. If a student does not apply for the scholarship by the deadline, a student **cannot** receive the scholarship! All eligibility requirements must be met by high school graduation, but scores for ACT<sup>®</sup>/SAT<sup>®</sup>/P.E.R.T. tests taken through June 30<sup>th</sup> are accepted for evaluation purposes.

After submitting the FFAA, **the student is responsible for tracking application and award status online** and keeping the Office of Student Financial Assistance (OSFA) informed of any demographic or institutional changes.

The Bright Futures Scholarship will renew automatically each year (up to the scholarship limit) if the student maintains the required GPA and earns the required credit hours.

### General Requirements

- ❖ Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution.
- ❖ Complete the Florida Financial Aid Application (FFAA) no later than August 31<sup>st</sup> after high school graduation.
- ❖ Earn a standard Florida high school diploma or its equivalent from a Florida public high school or a registered Florida Department of Education (FDOE) private high school; or complete a home education program.
- ❖ Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- ❖ Be accepted by and enroll in a degree or certificate program at an eligible Florida public or independent postsecondary institution.
- ❖ Be enrolled for at least 6 non-remedial semester credit hours (or the equivalent in quarter or clock hours) per term.
- ❖ If not funded in the academic year immediately following high school graduation, apply within two years of high school graduation to have your award reinstated.

### Specific Requirements for Scholarships

#### Florida Academic Scholars (FAS) and Florida Medallion Scholars (FMS) Awards

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

- ❖ Graduate high school from a Florida public high school with a Florida Standard Diploma (high school graduation requirements), graduate from a registered Florida Department of Education private high school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (OOS);
- ❖ Complete the required high school coursework;
- ❖ Achieve the required minimum high school grade point average (GPA);
- ❖ Achieve the required minimum score on either the ACT<sup>®</sup> or SAT<sup>®</sup> college entrance exam; and
- ❖ Complete the required number of service hours.

Type	16 High School Course Credits	High School Weighted GPA	College Entrance Exams (ACT <sup>®</sup> /SAT <sup>®</sup> )	Service Hours
FAS	4-English <i>(three must include substantial writing)</i> 4- Mathematics <i>(at or above the Algebra 1 level)</i>	3.50	29/1290	100 hours
FMS	3- Natural Science <i>(two must have substantial laboratory)</i> 3- Social Science 2-World Language <i>(sequential, in same language)</i>	3.00	26/1170	75 hours

## High School Course Credits

For both scholarships, the required coursework aligns with the State University System admission requirements. The world language requirement can be met by demonstrating proficiencies based on scores on Credit-By-Exam Equivalencies or other university approved means. Otherwise, the high school transcript must include a world language “completer” course to show that the world language requirement has been met.

## High School GPA

Evaluation for Bright Futures includes an unrounded, weighted high school GPA (calculated to two decimal places) in the 16 college-preparatory credits. The following courses are weighted .25 per semester or .50 per semester in the calculation of the GPA: Advanced Placement (AP), Pre-International Baccalaureate (Pre-IB), International Baccalaureate (IB) or academic Dual Enrollment. For example, whereas an ‘A’ equals 4 quality points for an un-weighted course, an ‘A’ would equal 4.5 quality points for a weighted course.

If necessary, students may use two additional credits from courses in the above academic areas, or from AP or IB fine arts courses to raise their GPA.

## College Entrance Exams

Students must meet the scores set in statute for either the SAT® or ACT®.

- ❖ The SAT® combined score is the sum of the best Reading (Critical Reading or Evidence-Based Reading and Writing) and Math scores from any test sitting of the SAT®.
- ❖ The ACT® composite score is the average of the best scores across the four subject area sections from any test sitting: English, Math, Reading, and Science. Composite scores ending in 0.50 will be rounded up to the next whole number.
- ❖ The ACT® /SAT® exams may be taken an unlimited number of times through June 30<sup>th</sup> of the student’s graduation year (or through January 31<sup>st</sup> for mid-year graduates).
- ❖ Request test scores be sent to one of Florida’s 12 state universities, Florida state colleges (public community colleges), or public high schools when registering for the ACT® /SAT® so that test scores will be sent to the Florida Department of Education (FDOE) repository.

## Service Hours

Students must complete volunteer service hours during high school and by high school graduation. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours must be documented in writing, and signed by the student, the student’s parent or guardian, and a representative of the organization. Each public school district and private school establishes approved activities and the process for documentation of service hours.

### Other ways to qualify

Students who have demonstrated academic merit through a recognition program may be eligible for Bright Futures without having to meet one or more of the requirements. Note: IB Diploma must be earned prior to high school graduation (August 31<sup>st</sup>). Please refer to the table on the next page for how to qualify based on one of the merit recognition programs.

Merit Recognition Program	College Entrance Exams (ACT <sup>®</sup> /SAT <sup>®</sup> )	Service Hours	Bright Futures Award
National Merit <sup>®</sup> Finalists and Scholars		100 hours	FAS
		75 hours	FMS
National Hispanic Scholars		100 hours	FAS
		75 hours	FMS
International Baccalaureate (IB)- Diploma		100 hours	FAS
		75 hours	FMS
International Baccalaureate (IB)- Curriculum	29/1290	100 hours	FAS
	26/1170	75 hours	FMS

### IB Curriculum

- ❖ Complete a minimum of 10 credits identified by the International Baccalaureate Organization:
  - Two credits each in three of the following areas and one credit each in the remaining three areas: Language Arts, World Language, Social Studies, Science, Mathematics and Arts/Electives. (Each of these credits must be an IB or AP course. Pre-IB courses do NOT meet IB curriculum requirements.)
  - One credit in Theory of Knowledge.
- ❖ Complete the Creativity, Action, Service (CAS) requirement
- ❖ Complete an extended essay.

### Gold Seal Vocational Scholars (GSV)

The Florida Gold Seal Vocational Scholars (GSV) can only be used to fund a career education or certificate program. Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSV) award must meet the following initial eligibility requirements.

- ❖ Meet the General Requirements for Bright Futures;
- ❖ Achieve the required weighted minimum 3.0 GPA in the non-elective high school courses;
- ❖ Take at least 3 full credits in a single Career and Technical Education program;
- ❖ Achieve the required minimum 3.5 unweighted GPA in the career education courses;
- ❖ Achieve the required minimum score on the ACT<sup>®</sup>, SAT<sup>®</sup>, or Florida Postsecondary Education Readiness Test (P.E.R.T.) exams (see table below); and
- ❖ Complete 30 service hours.

## **College Entrance Exams**

Exam types cannot be combined; a student must qualify based on each sub-test score for a single exam type. Sub-test scores from different test dates may be used to meet the test requirement. Scores taken through June 30<sup>th</sup> of the student's graduation year.

Request test scores be sent to one of Florida's 12 state universities, Florida state colleges (public community colleges), or public high schools when the student registers for the ACT<sup>®</sup>/SAT<sup>®</sup> so that test scores will be sent to the FDOE repository.

Exam Type	Sub-test	Required Score
ACT <sup>®</sup>	English	17
	Reading	19
	Math	19
SAT <sup>®</sup>	Reading Test	24
	Writing and Language Test	25
	Math Test	24
P.E.R.T (Only applies to the GSV Scholarship)	Reading	106
	Writing	103
	Math	114

## **Service Hours**

Students must complete volunteer service hours during high school and by high school graduation. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours must be documented in writing, and signed by the student, the student's parent or guardian, and a representative of the organization. Each public school district and private school establishes approved activities and the process for documentation of service hours.

## **Gold Seal CAPE Scholars (GSC) –High School Graduates**

The Florida Gold Seal CAPE Scholars award (GSC) can only be used to fund a career education or certificate program. Upon completion of an associate in science degree program that articulates to a Bachelor of Science degree, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a Bachelor of Science degree program. Upon complete of a n associate in applied science program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a bachelor of applied science degree program.

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

- ❖ Meet the General Requirements for Bright Futures;
- ❖ Earn a minimum of 5 postsecondary credit hours through CAPE industry certifications which articulate for college credit; and
- ❖ Complete 30 service hours.

## **Service Hours**

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# STUDENT SERVICES

**Julie Harris**  
Last Names A to F

**Janna Bailey**  
Social Worker

**Denita Lowery**  
Last Names G to N

**Juliana Stolz**  
Psychologist

**Kayleigh Bordenkircher**  
Last Names O to Z

**La'Tina Johnson**  
All IB Students

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

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

## ACADEMIC SUPPORT

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

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

### **Important Information About Registration:**

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

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

### **Schedule Corrections:**

Schedule corrections will be made for the following reasons:

1. Course was not requested, nor selected as an alternate.
2. Student does not meet requirements for course.
3. Another course is required for graduation or college admission.
4. Already have credit for the course.

### **NO corrections will be made for the following reasons:**

1. Change of mind about courses selected at registration.
2. Personal opinion as to difficulty of the course.
3. Desire to have a class at a more “convenient” time.
4. Preference for a teacher.

***Look carefully at all the electives and choose them wisely when building your schedule. Select three or more alternate courses that may be used in your class schedule next year. Realize that change of mind is NO an option to get a schedule change.***

# School Counselor Department Support

## TESTING

The following are key standardized tests that the guidance department administers:

### Florida Standards Assessment:

Students in tenth grade beginning the school year 2014-2015 must pass the English Languages Arts (ELA) assessment to graduate. This test is made up of a Text-based Writing Component and Reading Assessment. Students who do not pass the 10<sup>th</sup> grade FSA ELA will be placed in an intensive class until a passing score is obtained. A college ready score on the ACT or SAT can be used to supplement passage on the FSA ELA. See your Guidance Counselor for more details.

### EOC:

Students entering 9<sup>th</sup> Grade must take the following statewide, standardized EOCs (End-of-Course Exams):

- Algebra 1 - **Must pass to graduate**
- Geometry
- Biology 1
- Algebra II
- US History

### ASVAB:

The ASVAB (Armed Services Vocational Aptitude Battery) is administered by the Armed Services in coordination with the guidance department. Minimum scores are required for entrance to various programs of the service branches. Non-military students may elect to take the ASVAB and receive valuable career interest and aptitudes information.

### PSAT/NMSQT:

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

In addition to providing this test free of charge to all 9<sup>th</sup> and 10<sup>th</sup> grades students, we strongly encourage 11<sup>th</sup> grade students to pay the small fee to take the PSAT. This is the final opportunity to take the PSAT and it is the only year that the PSAT results are considered to qualify a student to be recognized as a National Merit Scholar, Hispanic Scholar or National Achievement Scholar. These three recognitions all award significant scholarships for eligible students who meet the criteria and complete the requirements. For more information,

contact the PCS Advanced Studies office at (727) 588-6466.

### PERT:

The purpose of the PERT (Post Secondary Readiness Test) is designed to measure entry-level skills in writing, reading and mathematics. State law mandates that state-supported institutions test their students' entry-level skills.

### ACT:

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

### SAT:

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

### AP Tests:

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

## HONORS QUALITY POINTS

Courses which qualify for quality points are noted in the curriculum guide with a Q in the heading. These courses will be indicated on the report card under the heading "LEVEL." The quality point applies from this year forward and may not apply to prior year students.

**Honor Courses:** 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 note-taking, 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.

# Planning for Success

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

## **9<sup>th</sup> Grade**

- ✓ Plan all your high school courses with your career goal in mind.
- ✓ Keep in mind that your grades from 9<sup>th</sup> grade forward affect your overall high school GPA.
- ✓ Participate in school or community extracurricular activities.
- ✓ Discuss a college or post-secondary savings plan with your parents.
- ✓ Websites recommended to review are facts.org, collegecareerplanning.com and connected.net.
- ✓ Review Bright Futures requirements

## **10<sup>th</sup> Grade**

- ✓ Enroll in courses appropriate for your career goal.
- ✓ Continue looking into general college entrance requirements, including prerequisite courses and GPA standards.
- ✓ Think about what you want to do for a career and what types of programs would be suitable for that career choice.
- ✓ Continue involvement in volunteer activities and pursue leadership roles in them.
- ✓ Participate in summer programs or a job/internship that has relevance to your career choice.
- ✓ Collect college and post-secondary information and requirements through the internet and high school guidance counselors.
- ✓ Continue to develop an educational savings plan and discuss college costs with your family.
- ✓ Plan to take the Future Plans assessment.

## **11<sup>th</sup> Grade**

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

## **12<sup>th</sup> Grade**

### **ALL SENIORS SHOULD:**

Review your credit check to make sure you have 17 credits before you start your senior year and, if no, sign up for night school, Florida Virtual School (FLVS) and/or the Extended Learning Program (ELP).

### **MILITARY**

- ✓ Take the ASVAB test.
- ✓ Visit the Recruiters table during lunch when they are on campus.

- ✓ Schedule a home visit.
- ✓ Research the different military branches. (Army, Navy, Air Force, Marines, National Guard, Army Reserve, Coast Guard).
- ✓ Have a signed contract for special jobs as early as possible.

### **PTEC**

- ✓ Take ASVAB test in October or November to help identify areas of interest.
- ✓ Sign up for a PTEC field trip.
- ✓ Take the TABE test, each program has a cut-off score.
- ✓ Complete an application for PTEC.
- ✓ Talk to a representative in the cafeteria or designated days.
- ✓ Take the ACT and/or SAT for Bright Futures.

### **TWO-YEAR COMMUNITY COLLEGE**

- ✓ Visit with a representative in the media center on designated days.
- ✓ Register for the next ACT or SAT or take the PERT at SPC if you have not already done so.
- ✓ Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- ✓ Complete the Pinellas Education Foundation online form and apply for all scholarships available.
- ✓ Complete hours of pre-approved community service for the Bright Futures Scholarship (Bright Futures scholarships cannot be used for remedial courses.)

### **FOUR-YEAR UNIVERSITY**

- ✓ Narrow down school application choices. You can use CHOICES at <https://access.bridges.com/auth/login.do?spnsor=7>
- ✓ Register for the SAT or ACT if you have not taken either one.
- ✓ Communicate your plans with your counselor.
- ✓ Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- ✓ Attend a College Night - SPC scheduled in October.
- ✓ Attend the district's Financial Aid Workshop.

- ✓ Complete FAFSA (Free Application for Federal Student Aid) as soon after January 1<sup>st</sup> as possible.
- ✓ Complete the Pinellas Education Foundation online form and apply for all scholarships available.
- ✓ Request transcripts by completing a transcript request form. Transcripts are free; however, students will be charged \$2 for official copies. If you are applying to a private school, you will need to request an application directly from them and include an official transcript with your application packet.
- ✓ Complete 75 hours of pre-approved community service for the Bright Futures Scholarship (Bright Futures Scholarships cannot be used for remedial courses.)
- ✓ Check calendar in Guidance for the dates College Representatives will be here on campus. Sign up if you wish to meet with them.

**Four (4) documented college visitation days will be allowed for students, beginning at the start of the junior year through the end of the senior year. Armed Forces and vocational school visitations will also fall under this provision. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one (1) day per year for juniors.**

# Students Entering Grade Nine in the 2017-2018 School Year

## Academic Advisement Flyer-What Students and Parent Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- ▶ 24-credit standard diploma
- ▶ 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- ▶ International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- ▶ Grade 10 ELA (or ACT/SAT concordant score)
- ▶ Algebra 1 end-of-course (EOC) and the results constitute thirty percent of the final course grade\* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.), ACT/SAT or the PSAT

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- ▶ Biology 1      ▶ US History
- ▶ Geometry

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- ▶ Algebra 1      ▶ Biology I      ▶ US History
- ▶ Geometry      ▶ Algebra 2

### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, IB and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra 1 and one of which must be Geometry.</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology 1, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1)</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology 1).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in US History .5 credit in US Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</b>
<b>1 Credit Physical Education</b>
To include the integration of health
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Student must earn a 2.0 grade point average on a 4.0 scale.

**What are the requirements for standard diploma designations?**

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▶ Earn 1 credit in Algebra 2 (must pass EOC);</li> <li>▶ Pass the Geometry EOC;</li> <li>▶ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▶ Pass the Biology 1 EOC</li> <li>▶ Earn 1 credit in Chemistry or Physics;</li> <li>▶ Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>▶ Pass the U.S. History EOC;</li> <li>▶ Earn 2 credits in the same world language; and</li> <li>▶ Earn at least 1 credit in AP, IB or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology 1 or U.S. History assessment in the student is enrolled in an AP or IB Biology 1 or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▶ Takes the respective AP, IB assessment; and</li> <li>▶ Earns the minimum score to earn college credit</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▶ Meet the standard high school diploma requirements</li> <li>▶ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).</li> </ul>

**Can a student who selects the 24-credit program graduate early?**

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

**What is the distinction between the 18-credit ACCEL option and the 24-credit option?**

- ▶ 3 elective credits instead of 8
- ▶ Physical Education is not required
- ▶ Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

**Where is information on Bright Futures Scholarships located?**

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**What are the public postsecondary options?**

State University System
<p>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their change for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▶ High School graduation with a standard diploma</li> <li>▶ Admission test scores</li> <li>▶ 16 credits of approved college preparatory academic courses</li> <li>▶ 4 English (3 with substantial writing)</li> <li>▶ 4 Mathematics (Algebra 1 level and above)</li> <li>▶ 3 Natural Science (2 with substantial lab)</li> <li>▶ 3 Social Science</li> <li>▶ 2 World Language (sequential, in the same language)</li> <li>▶ 2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml</a></p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p>

**Where is information on financial aid located?**

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

# Students Entering Grade Nine in the 2018-2019 School Year

## Academic Advisement Flyer-What Students and Parent Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

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### What are the state assessment requirements?

Students must pass the following statewide assessments:

- ▶ Grade 10 ELA (or ACT/SAT concordant score)
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Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

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\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- ▶ Algebra 1      ▶ Biology I      ▶ US History
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### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History).

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# Students Entering Grade Nine in the 2019-2020 School Year

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- ▶ Geometry      ▶ Algebra 2

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- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, IB and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra 1 and one of which must be Geometry.</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology 1, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1)</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology 1).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in US History .5 credit in US Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</b>
<b>1 Credit Physical Education</b>
To include the integration of health
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Student must earn a 2.0 grade point average on a 4.0 scale.

**What are the requirements for standard diploma designations?**

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▶ Earn 1 credit in Algebra 2 (must pass EOC);</li> <li>▶ Pass the Geometry EOC;</li> <li>▶ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▶ Pass the Biology 1 EOC</li> <li>▶ Earn 1 credit in Chemistry or Physics;</li> <li>▶ Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>▶ Pass the U.S. History EOC;</li> <li>▶ Earn 2 credits in the same world language; and</li> <li>▶ Earn at least 1 credit in AP, IB or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology 1 or U.S. History assessment in the student is enrolled in an AP or IB Biology 1 or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▶ Takes the respective AP, IB assessment; and</li> <li>▶ Earns the minimum score to earn college credit</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▶ Meet the standard high school diploma requirements</li> <li>▶ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).</li> </ul>

**Can a student who selects the 24-credit program graduate early?**

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

**What is the distinction between the 18-credit ACCEL option and the 24-credit option?**

- ▶ 3 elective credits instead of 8
- ▶ Physical Education is not required
- ▶ Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

**Where is information on Bright Futures Scholarships located?**

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

**What are the public postsecondary options?**

State University System
<p>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their change for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▶ High School graduation with a standard diploma</li> <li>▶ Admission test scores</li> <li>▶ 16 credits of approved college preparatory academic courses</li> <li>▶ 4 English (3 with substantial writing)</li> <li>▶ 4 Mathematics (Algebra 1 level and above)</li> <li>▶ 3 Natural Science (2 with substantial lab)</li> <li>▶ 3 Social Science</li> <li>▶ 2 World Language (sequential, in the same language)</li> <li>▶ 2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml</a></p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p>

**Where is information on financial aid located?**

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

# Students Entering Grade Nine in the 2020-2021 School Year

## Academic Advisement Flyer-What Students and Parent Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- ▶ 24-credit standard diploma
- ▶ 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- ▶ International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- ▶ Grade 10 ELA (or ACT/SAT concordant score)
- ▶ Algebra 1 end-of-course (EOC) and the results constitute thirty percent of the final course grade\* or a comparative score on ACT/SAT or PSAT

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- ▶ Biology 1      ▶ US History
- ▶ Geometry

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- ▶ Algebra 1      ▶ Biology I      ▶ US History
- ▶ Geometry      ▶ Algebra 2

### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, IB and dual enrollment courses may satisfy this requirement</li> </ul>
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To include the integration of health
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<b>1 Online Course</b>
Student must earn a 2.0 grade point average on a 4.0 scale.

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<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▶ Earn 1 credit in Algebra 2 (must pass EOC);</li> <li>▶ Pass the Geometry EOC;</li> <li>▶ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▶ Pass the Biology 1 EOC</li> <li>▶ Earn 1 credit in Chemistry or Physics;</li> <li>▶ Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>▶ Pass the U.S. History EOC;</li> <li>▶ Earn 2 credits in the same world language; and</li> <li>▶ Earn at least 1 credit in AP, IB or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology 1 or U.S. History assessment in the student is enrolled in an AP or IB Biology 1 or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▶ Takes the respective AP, IB assessment; and</li> <li>▶ Earns the minimum score to earn college credit</li> </ul>
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<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p>

**Where is information on financial aid located?**

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# Seven Period Class Schedule

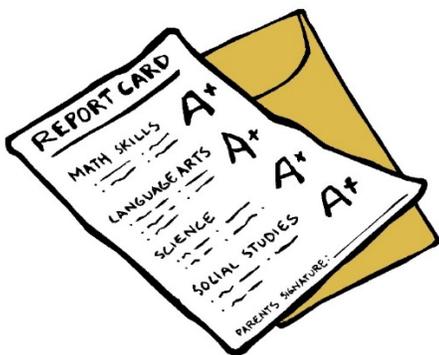
St. Petersburg High School's schedule is a 7 period schedule. However, our schedule is a flexible schedule which means that some classes are scheduled as rotating block classes, others are 'skinnies'. Block classes last approximately 96 minutes and meet every other day while 'skinnies' are 46 minutes and meet every day. Under this schedule, students may earn three and a half (3.5) credits each semester (0.5 for each class) for a total of seven (7) credits per year- assuming a student passes every class.

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

Half-credit courses are one semester (August to January or January to June and earn one-half [0.5] credit).

## Grading on a Seven Period Class Schedule

Students will earn credits each semester. They receive ½ credit for each class per semester for each passing grade. Grades are posted each (nine weeks) grading period and a report card distributed for every student.



## Exams and Exemptions

Final Exam Requirement- Students who have a course grade of "A" or "B" for their nine weeks grades (provisional course grade of "A" or "B" for the semester are not required to take the final in that course). Except for second semester seniors, this provision shall apply to no more than three courses each semester. The provisional semester grade will be based on the grades earned for the first and second quarters. The student must maintain the "A" or "B" grade through the remainder of the semester. EXCEPTION: The student has five (5) or more absences per semester in any class. If so, the student is required to take the final exam in all classes. Regardless of the number of minutes in a class period, an absence from the class is only counted as one (1) absence in the class for purposed of this policy. For purposes of this policy a student who is not present in class at least one half of the class period shall be counted absent. Preapproved absences for school sponsored activities, religious holidays, and college/post-secondary visitation shall not be counted in calculating the five (5) or more absences specified above. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one day per year for juniors.

## Calculating Final Grades

For courses that do not have a state mandated EOC the final grade in high schools offering the seven (7) credit schedule is a semester grade determined by giving a 75% weight to the two quarter grades and 25% weight to the final examination.

$$\left( \left( \frac{Q1 + Q2}{2} \right) \times 75\% \right) + (Exam \times 25\%)$$

In the case where a student exempts the final examination, the final semester grade will be determined by averaging the two quarter grades.

$$\left( \frac{Q1 + Q2}{2} \right)$$

# Sample Student Schedule

## All skinnies

First Semester	Second Semester
<b>Classes meet everyday</b>	<b>Classes meet everyday</b>
English II	English II
Biology	Biology
HOPE	HOPE
Spanish II	Spanish II
Geometry	Geometry
World History	World History
PE Elective	Creative Writing (elective)

## Mixed (skinnies and blocks)

First Semester		Second Semester	
A day classes	B day classes	A day classes	B day classes
English II	Biology	English II	Biology
HOPE		HOPE	
Spanish II		Spanish II	
Geometry		Geometry	
World History	Psychology 1	World History	Psychology 2

## All blocks

First Semester		Second Semester	
A day classes	B day classes	A day classes	B day classes
English III Honors	Chemistry Honors	English III Honors	Chemistry Honors
AP US History	Spanish III Honors	AP US History	Spanish III Honors
Algebra 2		Algebra 2	
Theatre III	AP Psychology	Theatre III	AP Psychology

# Language Arts

All English courses have summer reading requirements. Visit the school website for information on summer reading for your specific course.

Standard Course Sequence	
9 <sup>th</sup> grade	English I
10 <sup>th</sup> grade	English II
11 <sup>th</sup> grade	English III
12 <sup>th</sup> grade	English IV College Prep
College Prep Sequence	
9 <sup>th</sup> grade	English I/English I Honors
10 <sup>th</sup> grade	English II/English II Honors
11 <sup>th</sup> grade	English III/English III Honors
12 <sup>th</sup> grade	English IV College Prep/English IV Honors
Advanced College Prep Sequence	
9 <sup>th</sup> grade	English I Honors
10 <sup>th</sup> grade	Pre-AP English II Honors
11 <sup>th</sup> grade	English III Honors/AP English Language/DE Composition I/II
12 <sup>th</sup> grade	English IV Honors/AP English Literature/DE Composition I/II

## AP Options

### Advanced Placement English: Language and Composition

**Grade level: 11**

**Prerequisite: English Honors II Full Year-Credit Q**

Students are required to take the Advanced Placement Examination. This course substitutes for the English III requirement. Summer reading is required to be completed by the first day of school.

### Advanced Placement English: Literature and Composition

**Grade level: 12**

**Prerequisite: ENC 1101 or AP English: Language & Teacher Recommendation, Full Year-Credit Q**

Students are required to take the Advanced Placement Examination. This course substitutes for the English IV requirement. Summer reading is required.

**NOTE:** The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted.

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

<b>* English I</b>	
<b>Course #</b>	1001310
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	M/J Language Arts 3 (any level)
<b>Credit</b>	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.	

<b>* English II</b>	
<b>Course #</b>	1001340
<b>Grade Level</b>	9-10
<b>Length</b>	1 year
<b>Prerequisite</b>	English I (any level)
<b>Credit</b>	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.	

<b>Q * English Honors I</b>	
<b>Course #</b>	1001320
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	M/J Language Arts 3A or M/J Language Arts 3
<b>Credit</b>	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.	
*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.	

<b>Q * Pre-AP English Honors II</b>	
<b>Course #</b>	1001350
<b>Grade Level</b>	9-10
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors I or English I
<b>Credit</b>	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.	
*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.	

<b>* English III</b>	
<b>Course #</b>	1001370
<b>Grade Level</b>	10-11
<b>Length</b>	1 year
<b>Prerequisite</b>	English II (any level)
<b>Credit</b>	1
<p>This course focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of major authors, periods, features, and themes of American literature and on using the writing process to produce specified types of papers, including literary analysis, the persuasive essay, and the brief research paper. Speaking and listening skills, vocabulary development, study skills, and reference skills are also included.</p>	

<b>*English IV: Florida College Prep</b>	
<b>Course #</b>	1001405
<b>Grade Level</b>	12
<b>Length</b>	1 Year
<b>Prerequisite</b>	English III (any level)
<b>Credit</b>	1
<p>All students who do not score “college ready” on a college placement test and score a Level 2 or Level 3 on the FCAT Reading test are required to take English IV: Florida College Prep during their 12th grade year (FSA equivalent TBA). The purpose of this course is to develop critical reading and writing skills necessary for success in college courses. Emphasis is placed on the close reading and analysis of informational selections and the compositional process. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are aligned to the FSA anchor standards of Florida's K-12 Language Arts Florida Standards (LAFS).</p>	
<p>The content should include, but not be limited to, the following:</p> <p>demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.</p>	

<b>Q * English Honors III</b>	
<b>Course #</b>	1001380
<b>Grade Level</b>	10-11
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors II or English II
<b>Credit</b>	1
<p>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.</p>	
<p>*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.</p>	

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Q \* English Honors IV**

**Course #** 1001410

**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.

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**Q\*Advanced Placement English: Language and Composition**

**Course #** 1001420

**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.

<b>Q * Advanced Placement English: Literature and Composition</b>	
<b>Course #</b>	1001430
<b>Grade Level</b>	12 (in some cases, grade 11)
<b>Length</b>	1 year
<b>Prerequisite</b>	ENC 1101 or AP English Language and Composition
<b>Credit</b>	1
<p>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.</p>	
<p><i>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. <b>Students are required to take the Advanced Placement examination.</b></i></p>	

# Language Arts Electives

<b>** Debate I</b>	
<b>Course #</b>	1007330
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester or year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>The purpose of this course is to develop debate skills through the study of fundamental concepts of argumentation and problem solving and through the presentation of informative, persuasive, and argumentative speeches. Emphasis is placed on critical thinking and research skills. Students will participate in debate activities.</p>	

<b>Q** Debate IV</b>	
<b>Course #</b>	1007360
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester or year
<b>Prerequisite</b>	Debate III
<b>Credit</b>	1
<p>The purpose of this course is to enable students to develop advanced skills and techniques for use in debate and forensic activities. Emphasis is placed on critical thinking, research, logic, techniques of public speaking, analysis of debate, and timing and judging techniques. Students will participate in various kinds of debate activities.</p>	

<b>** Debate II</b>	
<b>Course #</b>	1007340
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester or year
<b>Prerequisite</b>	Debate I
<b>Credit</b>	1
<p>The purpose of this course is to improve argumentation and debate skills. Emphasis is placed on greater proficiency in critical thinking and research skills. Students will evaluate debates and debate techniques, and they will participate in various kinds of debate activities.</p>	

<b>** Journalism I (Newspaper, Yearbook or Devil Vision)</b>	
<b>Course #</b>	1006300
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester or year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

<b>Q** Debate III</b>	
<b>Course #</b>	1007350
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester or year
<b>Prerequisite</b>	Debate II
<b>Credit</b>	1
<p>The purpose of this course is to enable students to develop advanced skills and techniques for use in debate and forensic activities. Emphasis is placed on critical thinking, research, logic, techniques of public speaking, analysis of debate, and timing and judging techniques. Students will participate in various kinds of debate activities.</p>	

<b>Journalism II (Newspaper, Yearbook or Devil Vision)</b>	
<b>Course #</b>	1006310
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester or year
<b>Prerequisite</b>	Journalism I
<b>Credit</b>	1
<p>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.</p>	

<b>Q Journalism III (Newspaper, Yearbook or Devil Vision)</b>	
<b>Course #</b>	1006320
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester or year
<b>Prerequisite</b>	Journalism II
<b>Credit</b>	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.	

<b>Q Journalism IV (Newspaper, Yearbook or Devil Vision)</b>	
<b>Course #</b>	1006330
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester or year
<b>Prerequisite</b>	Journalism III
<b>Credit</b>	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.	

<b>Reading for College Success</b>	
<b>Course #</b>	Grade 9: 1008350N Grade 10: 1008350T Grade 11: 1008350A Grade 12: 1008350B
<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
The purpose of this course is to prepare students for entry-level college composition. Major topics include writing effective sentences, using patterns of paragraph development, solving common sentence problems, reading essays, and understanding basic grammar and mechanics.	

<b>Semantics and Logic Honors</b>	
<b>Course #</b>	1004300
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	.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.	

# Mathematics

Standard Course Sequence	
9 <sup>th</sup> Algebra I	Algebra IA
10 <sup>th</sup> Geometry/ Liberal Arts Math 1	Liberal Arts Math 1
11 <sup>th</sup> Algebra 2/ Geometry	Geometry
12 <sup>th</sup> Probs/Stats Math for College Readiness Pre-Calculus Analysis of Functions/Trig	Math for College Readiness
College Prep Sequence	
9 <sup>th</sup> Algebra I	Geometry Honors
10 <sup>th</sup> Geometry	Algebra II Honors
11 <sup>th</sup> Algebra II Analysis of Functions/Trig	Pre-Calculus Probabilities and Statistics
12 <sup>th</sup> Pre-Calculus Analysis of Functions/Trig Math for College Readiness	AP Calculus AB AP Statistics
Advanced College Prep Sequence	
9 <sup>th</sup> grade	Algebra II Honors
10 <sup>th</sup> grade	Pre-Calculus Analysis of Functions/Trig
11 <sup>th</sup> grade	AP Calculus AB AP Statistics
12 <sup>th</sup> grade	AP Calculus AB AP Statistics

## AP Options

### Q\* Advanced Placement Statistics

Course #	12103201, 2
Grade Level	11-12
Length	1 year
Prerequisite	One full credit of Algebra 2
Credit	1

### Q\* Advanced Placement Calculus AB

Course #	12023101, 2
Grade Level	11-12
Length	1 year
Prerequisite	Credit in Trigonometry and Analysis of Functions or Pre-Calculus
Credit	1

**NOTE:** The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted.

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

**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.

<b>*Algebra 1 (One-year Algebra Program)</b>		
<b>Course #</b>	1200310	<b>EOC</b>
<b>Grade Level</b>	9-12	
<b>Length</b>	1 year	
<b>Prerequisite</b>	None	
<b>Credit</b>	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.

<b>*Algebra 1A (Two-credit Algebra Program)</b>	
<b>Course #</b>	1200370
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	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.

<b>Credit Recovery Courses</b>	
<b>Becomes effective with the 2011-2012 entering ninth and subsequent years.</b>	
<b>Course #</b>	<b>OC</b>
	<b>1200315 Algebra 1 for Credit Recovery</b>
	<b>ALG 1 CR (EL Credit)</b>
	<b>1200385 Algebra 1-B for Credit Recovery</b>
	<b>ALG 1-B CR (EL Credit)</b>
<b>Special notes:</b> Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. <b>Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment)</b> since the course requirements for the Credit Recovery courses are exactly the same as the previously attempted corresponding course. For example, Algebra 1 (1200310) and Algebra 1 for Credit Recovery (1200315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. <b>Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.</b>	

<b>*Liberal Arts Mathematics 1</b>	
<b>Course #</b>	1207300
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit of Algebra 1
<b>Credit</b>	1
<p>The purpose of this course is to strengthen Algebra 1 skills and to explore informal geometry. State assessment skills will be reinforced. Topics shall include, but not be limited to, laws of exponents, real number properties and operations, graphs, functions, equations and inequalities, quadratic equations, coordinate geometry, polygons, quadrilaterals, triangles, solids, data sets, measures of central tendency, real-world applications, problem solving strategies and literacy strategies.</p>	

<b>Q * Geometry Honors</b>		
<b>Course #</b>	1206320	<b>EOC</b>
<b>Grade Level</b>	9-12	
<b>Length</b>	1 year	
<b>Prerequisite</b>	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	
<b>Credit</b>	1	
<p>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.</p>		

<b>*Geometry</b>		
<b>Course #</b>	1206310	<b>EOC</b>
<b>Grade Level</b>	9-12	
<b>Length</b>	1 year	
<b>Prerequisite</b>	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.	
<b>Credit</b>	1	
<p>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.</p>		

<b>*Algebra 2</b>	
<b>Course #</b>	1200330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One credit in Algebra 1 or equivalent
<b>Credit</b>	1
<p>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.</p>	

<b>Q * Algebra 2 Honors</b>	
<b>Course #</b>	1200340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 1 Honors or one full credit in Algebra 1 and enrollment in AVID
<b>Credit</b>	1
<p>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.</p>	

<b>*Mathematics for College Readiness</b>	
<b>Course #</b>	1200700
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Geometry or equivalent
<b>Credit</b>	1
<p>This course is targeted for grade 12 students whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for mathematics, indicating that they are not yet college ready in mathematics. This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: an introduction to functions, linear equations and inequalities, solving systems of equations, rational equations and algebraic fractions, radicals and rational exponents, factoring and quadratic equations, complex numbers, and the Common Core Standards for High School Modeling. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.</p>	
<p><b>Note:</b> This course is required for seniors who do not demonstrate proficiency on the mathematics portion of the Postsecondary Education Readiness Test (PERT) administered during their junior year.</p>	

<b>Q*Analysis of Functions Honors</b>	
<b>Course #</b>	1201315
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	One full credit in Algebra 2
<b>Credit</b>	0.5
<p>The purpose of this course is to analyze the similarities between exponential and logarithmic functions, trigonometric and circular functions, and polynomial functions. Topics shall include, but not be limited to, graphs, relations, functions and their inverses, rational and polynomial equations, exponential and logarithmic functions, trigonometric functions, real-world applications, problem solving strategies and literacy strategies.</p>	
<p><b>Note:</b> A student who receives credit for both Trigonometry and Analytic Geometry or Pre-Calculus shall not receive credit for Analysis of Functions.</p>	

<b>Q*Trigonometry Honors</b>	
<b>Course #</b>	1211300
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	One full credit in Algebra 2
<b>Credit</b>	1/2
<p>The purpose of this course is to study circular and trigonometric functions and their applications. Topics shall include, but not be limited to, vectors, circular functions, trigonometric ratios, equations, functions and identities, polar coordinates, trigonometric form of complex numbers, real-world applications, problem solving strategies and literacy strategies.</p>	
<p><b>Note:</b> Students earning credit in Pre-Calculus cannot earn credit in both Trigonometry and Analytic Geometry. The Trigonometry/Analytic Geometry sequences will be phased out with the next textbook adoption.</p>	

<b>Q *Probability and Statistics with Applications Honors</b>	
<b>Course #</b>	1210300
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 2 or higher
<b>Credit</b>	1
The purpose of this course is to introduce the methods used in the field of applied statistics. Emphasis is given to basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions.	

<b>OC Q*Pre-Calculus Honors</b>	
<b>Course #</b>	1202340
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 2
<b>Credit</b>	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.	
<b>Note:</b> A student who receives credit for both <i>Trigonometry and Analytic Geometry</i> cannot receive credit for <i>Pre-calculus</i> .	

<b>Q*Advanced Placement Calculus AB</b>	
<b>Course #</b>	1202310
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Credit in Trigonometry and Analytic Geometry or Pre-Calculus
<b>Credit</b>	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.	
<b>Note:</b> Students are required to take the <i>Advanced Placement examination</i> . A student may earn credit in both <i>AP Calculus AB</i> and <i>BC</i> .	

<b>Q*Advanced Placement Statistics</b>	
<b>Course #</b>	1210320
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 2
<b>Credit</b>	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 to, 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 <i>Probability and Statistics with Applications</i> .	
<b>Note:</b> Students are required to take the <i>Advanced Placement examination</i> .	

# Sciences

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

<b>Standard Course Sequence</b>	
9 <sup>th</sup> grade	Environmental Science
10 <sup>th</sup> grade	Biology I
11 <sup>th</sup> grade	Chemistry I or Physical Science
12 <sup>th</sup> grade	Marine Science I Honors, Physics I Honors, or Anatomy and Physiology Honors
<b>College Prep Sequence</b>	
9 <sup>th</sup> grade	Biology I Honors
10 <sup>th</sup> grade	Chemistry I or Chemistry I Honors
11 <sup>th</sup> /12 <sup>th</sup> grade	Physics I Honors, Marine Science I Honors, or Anatomy and Physiology Honors
12 <sup>th</sup> grade	Physics I Honors, Marine Science I Honors, or Anatomy and Physiology Honors
<b>Advanced College Prep Sequence</b>	
9 <sup>th</sup> grade	Biology I Honors
10 <sup>th</sup> grade	Chemistry I Honors
11 <sup>th</sup> grade	AP Biology, Anatomy and Physiology Honors
12 <sup>th</sup> grade	AP Biology AP Chemistry AP Environmental Science AP Physics I

## AP Options

### Q\* Advanced Placement 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 and/or enrollment in AVID
Credit	1

### Q\* Advanced Placement 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

### Q\* Advanced Placement Chemistry

Course #	20033701, 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

\$\$\$ AP science courses have a lab fee per course.

**NOTE:** The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted.

Science SB4	
What are the science credit requirements for graduation?	<b>Three credits to include:</b> 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
<b><i>Courses <u>not</u> Equally Rigorous change to elective credit for 9<sup>th</sup> graders entering 2013 and thereafter.</i></b>	
Possible scenario for advanced students entering 9 <sup>th</sup> grade: student may have taken and passed Bio EOC prior to entering HS. If student passed, student still needs 3 equally rigorous science credits.	

Q Biology I Honors	
<b>Course #</b>	2000320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Advanced 8th grade science with recommended grade of C or higher.
<b>Credit</b>	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.	
<b>Students are required to take the state Biology End-of-Course Exam.</b>	

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

Q Anatomy and Physiology Honors (EQ)	
<b>Course #</b>	2000360
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology 1 or 1H
<b>Credit</b>	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.	

<b>Q Marine Science I Honors</b>	
<b>Course #</b>	2002510
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology 1 or 1H
<b>Credit</b>	1
<p>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.</p>	

<b>Q AP Environmental Science</b>	
<b>Course #</b>	2001380
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology and Chemistry
<b>Credit</b>	1
<p>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.</p>	
<p><b>Students are required to take the Advanced Placement examination.</b></p>	

<b>Physical Science</b>	
<b>Course #</b>	2003310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

<b>Q Advanced Placement Biology</b>	
<b>Course #</b>	2000340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology and Chemistry
<b>Credit</b>	1
<p>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.</p>	
<p><b>Students are required to take the Advanced Placement examination.</b></p>	

<b>Environmental Science</b>	
<b>Course #</b>	2001340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

<b>Chemistry I</b>	
<b>Course #</b>	2003340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Algebra I
<b>Credit</b>	1
<p>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.</p>	

<b>Q Chemistry I Honors</b>	
<b>Course #</b>	2003350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Algebra 1
<b>Credit</b>	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.	

<b>Q Advanced Placement Chemistry</b>	
<b>Course #</b>	2003370
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Chemistry 1 or 1H
<b>Credit</b>	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.	
<b>Students are required to take the Advanced Placement examination.</b>	

<b>Q AP Physics I</b>	
<b>Course #</b>	2003421
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. No prior course work in physics is necessary.
<b>Credit</b>	1
Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas:	
<ul style="list-style-type: none"> <li>• Objects and systems have properties such as mass and charge.</li> </ul> Systems may have internal structure. <ul style="list-style-type: none"> <li>• Fields existing in space can be used to explain interactions.</li> <li>• The interactions of an object with other objects can be described by forces.</li> <li>• Interactions between systems can result in changes in those systems.</li> <li>• Changes that occur as a result of interactions are constrained by conservation laws.</li> <li>• Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.</li> </ul>	

# Social Studies

Standard Course Sequence	
9 <sup>th</sup> grade	
10 <sup>th</sup> grade	World History
11 <sup>th</sup> grade	US History
12 <sup>th</sup> grade	Economics/US Government
College Prep Sequence	
9 <sup>th</sup> grade	Pre-AP Anthropology Honors
10 <sup>th</sup> grade	World History World History Honors
11 <sup>th</sup> grade	US History US History Honors
12 <sup>th</sup> grade	Economics/US Government OR Economics Honors/US Government
Advanced College Prep Sequence	
9 <sup>th</sup> grade	AP Human Geography
10 <sup>th</sup> grade	World History Honors AP World History
11 <sup>th</sup> grade	US History Honors AP US History
12 <sup>th</sup> grade	Economics Honors/US Government AP

**NOTE:** The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted.

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

# AP Options

## Q\* Advanced Placement Human Geography

Course # 21034001, 2  
 Grade Level 9-12  
 Length 1 year  
 Prerequisite NONE  
 Credit 1

## Q\* Advanced Placement World History

Course # 21094201, 2  
 Grade Level 9-12  
 Length 1 year  
 Prerequisite NONE  
 Credit 1

## Q\* Advanced Placement United States History

Course # 21003301, 2  
 Grade Level 9-12  
 Length 1 year  
 Prerequisite NONE  
 Credit 1

## Q\* Advanced Placement Psychology

Course # 21073501, 2  
 Grade Level 9-12  
 Length 1 year  
 Prerequisite Recommended: Psychology 1  
 Credit 1

## Q\* Advanced Placement European History

Course # 2109380  
 Grade Level 9-12  
 Length 1 year  
 Prerequisite NONE  
 Credit 1

## Q\* Advanced Placement US Government and Politics (course offering dependent on # of requests, students must also enroll in US Government Honors)

Course # 21064201, 2  
 Grade Level 9-12  
 Length 1 semester (semester 2)  
 Prerequisite None  
 Credit Half credit (.5)

**Q\* Advanced Placement Macro/Micro Economics**

(course offering dependent on # of requests, students must also have previously fulfilled online requirement)

Course # 2102360/70  
 Grade Level 11-12  
 Length 1 year  
 Prerequisite online graduation requirement  
 Credit 1 (2 AP exams)

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

<b>Q *United States Government Honors</b>	
<b>Course #</b>	2106320
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)
The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision making process.	

<b>*United States Government</b>	
<b>Graduation Requirement:</b>	American Government (AG)
<b>Course #</b>	2106310
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)
The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision making process.	

<b>Q *Advanced Placement United States Government and Politics</b>	
<b>Course #</b>	2106420
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)
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.	
<b>Students are required to take the Advanced Placement examination. This course is paired with US Government Honors (2016320). Students must register for and take both courses.</b>	

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

<b>Q *Advanced Placement World History</b>	
<b>Graduation Requirement:</b>	World History (WH)
<b>Course #</b>	2109420
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	
<p><b>Students are required to take the Advanced Placement examination.</b></p>	

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

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

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

<b>Q *Advanced Placement United States History</b>	
<b>Graduation Requirement:</b>	American History (AH)
<b>Course #</b>	2100330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	
<p><b>Students are required to take the Advanced Placement examination.</b></p>	

<b>Q Advanced Placement European History</b>	
<b>Course #</b>	2109380
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.

**Students are required to take the Advanced Placement examination.**

<b><i>Courses that Satisfy the Economics Courses that Include Financial Literacy for a Standard Diploma</i></b>	
<b>OC</b>	
<b>Economics with Financial Literacy</b>	
<b>Course #</b>	2102335
<b>Grade Level</b>	9-12
<b>Length</b>	1 Semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>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.</p>	
<p><b>Mathematics Benchmark Guidance</b> - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p>	
<p><b>Instructional Practices</b> Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer,</p>	

complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

***Courses that Satisfy the Economics Courses that Include Financial Literacy for a Standard Diploma***

**OC**

**Q Economics with Financial Literacy Honors**

**Course #** 2102345

**Grade Level** 9-12

**Length** 1 Semester

**Prerequisite** None

**Credit** 1/2

**Economics** - 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.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based

writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

# Social Studies Electives

<b>Law Studies</b>	
<b>Course #</b>	2106350
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)
<p>The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.</p>	

<b>African-American History</b>	
<b>Course #</b>	2100340
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)
<p>The grade 9-12 African-American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.</p>	

<b>Pre-AP Anthropology Honors</b>	
<b>Course #</b>	2101300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1 credit
<p>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.</p>	

<b>Psychology I</b>	
<b>Course #</b>	2107300
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)
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.	

<b>Q Advanced Placement Human Geography</b>	
<b>Course #</b>	2103400
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.	
<b>Students are required to take the Advanced Placement examination.</b>	

<b>Psychology II</b>	
<b>Course #</b>	2107310
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Psychology I
<b>Credit</b>	Half credit (.5)
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.	

<b>Q Advanced Placement Psychology</b>	
<b>Course #</b>	2107350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended: Psychology I
<b>Credit</b>	1
Analyze human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.	
<b>Students are required to take the Advanced Placement examination.</b>	

<b>Florida History (History of St. Pete)</b>	
<b>Course #</b>	2100350
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)
<p>The grade 9-12 Florida History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.</p>	

<b>History of the Vietnam War (History of the 60s)</b>	
<b>Course #</b>	210040
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)
<p>The grade 9-12 The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States home front, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.</p>	

# World Languages

## NGSSS for World Languages Communication Standards

Interpretive Listening and Reading,  
Interpersonal Communication,  
Presentational Speaking and Writing  
And Intercultural Standards

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

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

**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.**

## AP Options

### Q\* Advanced Placement Spanish Language

Course # 07084001, 2  
Grade Level 9-12  
Length 1 year  
Prerequisite Spanish 4  
Credit 1

### Q\* Advanced Placement Spanish Literature

Course # 07084101, 2  
Grade Level 9-12  
Length 1 year  
Prerequisite AP Spanish Language  
Credit 1

**NOTE:** The exam for the first semester of all AP courses is part of the courses curriculum and cannot be exempted.

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

<b>French 1</b>	
<b>Course #</b>	0701320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. Students are expected to demonstrate proficiency at the Novice-low to Novice-high level by the end of this course.</p>	

<b>Q French 3 Honors</b>	
<b>Course #</b>	0701340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	French 2 or equivalent
<b>Credit</b>	1
<p>French 3 provides mastery and expansion of skills acquired by the students in French 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.</p>	

<b>French 2</b>	
<b>Course #</b>	0701330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	French 1 or equivalent
<b>Credit</b>	1
<p>French 2 reinforces the fundamental skills acquired by the students in French 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 French 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.</p>	

<b>Q French 4 Honors</b>	
<b>Course #</b>	0701350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	French 3 or equivalent
<b>Credit</b>	1
<p>French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. Students are expected to demonstrate proficiency at the Advanced-low to Advanced-mid level by the end of this course.</p>	

<b>Q French 5 Honors</b>	
<b>Course #</b>	0701360
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	French 4 or equivalent
<b>Credit</b>	1
<p>French 5 expands the skills acquired by students in French 4. Specific content to be covered 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, and surveys of target language literature. Presentational 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.</p>	

<b>Spanish 2</b>	
<b>Course #</b>	0708350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Spanish 1 or equivalent
<b>Credit</b>	1
<p>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.</p>	

<b>Spanish 1</b>	
<b>Course #</b>	0708340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

<b>Q Spanish 3 Honors</b>	
<b>Course #</b>	0708360
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Spanish 2 or equivalent
<b>Credit</b>	1
<p>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.</p>	

<b>Q Spanish 4 Honors</b>	
<b>Course #</b>	0708370
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Spanish 3 or equivalent
<b>Credit</b>	1
<p>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.</p>	

<b>Q Advanced Placement: Spanish Literature</b>	
<b>Course #</b>	0708410
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	*Spanish 4 and/or 5 or equivalent
<b>Credit</b>	1
<p><i>*It is recommended that students complete the highest level of Spanish offered at the school and AP Spanish Language before enrolling in an AP course.</i></p>	
<p>The purpose of this course is to develop oral and written fluency in the language. The content includes, but is not limited to, that determined by the Advanced Placement Program.</p>	
<p><b>Students are required to take the Advanced Placement examination.</b></p>	

<b>Q Advanced Placement: Spanish Language</b>	
<b>Course #</b>	0708400
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	*Spanish 4 and/or 5 or equivalent
<b>Credit</b>	1
<p><i>*It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.</i></p>	
<p>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.</p>	
<p><b>Students are required to take the Advanced Placement examination.</b></p>	

# Physical Education/Health

*Students entering 9th grade in 2007-2008 and after are no longer required to complete the personal fitness and/or the PE activity course requirements. They will be required to complete a new one-credit physical education course. See the HOPE course below. (NOTE: The marching band waiver will not apply to this PE requirement. Students may obtain an athletic waiver or JROTC waiver by meeting specific criteria shown in Board Policy 5.13.*

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

<b>Individual &amp; Dual Sports I</b>	
<b>Course #</b>	1502410
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected individual and dual sports. Individual and dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis and tennis. Activities selected in Individual and Dual Sports I shall not be repeated in Individual and Dual Sports II or III. Strategies of individual and sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.</p>	

<b>Individual &amp; Dual Sports II</b>	
<b>Course #</b>	1502420
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected individual and dual sports. Individual and dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, Ind. &amp; Dual gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis, and tennis. Activities selected in Individual and Dual Sports II shall not be repeated in Individual and Dual Sports I or III. Strategies of individual and dual sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.</p>	

<b>Recreational Activities</b>	
<b>Course #</b>	1502470
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge and skills in a variety of recreational activities that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected recreational activities. Recreational activities selected may include, but not be limited to, skish, horseshoes, shuffleboard, gym bowling, deck tennis, darts, croquet, and Frisbee activities. Skill acquisition and the maintenance and/or improvement of personal fitness should be stressed.</p>	

<b>Outdoor Education</b>	
<b>Course #</b>	1502480
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge and skills in a variety of outdoor education activities that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, rules, and safety practices necessary to participate in selected outdoor education activities. Outdoor education activities selected may include, but not be limited to, camping, canoeing, small craft, hiking, backpacking, orienteering, hunting, firearm safety, angling, and cycling. Skill acquisition and the maintenance and/or improvement of personal fitness should be stressed.</p>	

<b>Soccer</b>	
<b>Course #</b>	1503320
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge and skills in soccer for use in recreational pursuits and maintain and/or improve their personal fitness. This course expands and refines concepts and activities that were introduced in elementary and middle school. The content should include, but not be limited to, in depth knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in soccer, and knowledge of the organization and administration of soccer games. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.</p>	

<b>Team Sports I</b>	
<b>Course #</b>	1503350
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, flag football, flicker ball, gatorball, soccer, softball, speedball, track and field, and volleyball. Activities selected in Team Sports I shall not be repeated in Team Sports II. Strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness should be stressed.</p>	

<b>Volleyball 1</b>	
<b>Course #</b>	1505500
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to enable students to acquire basic knowledge and skills in volleyball and to maintain or improve health-related fitness. Students will demonstrate awareness of: safety practices, rules and terminology, biomechanical and physiological principles related to exercise and training, potential benefits derived from participation in volleyball. In addition, students will demonstrate the use of skills and techniques and exhibit an improved level of skill.</p>	

<b>Volleyball 2</b>	
<b>Course #</b>	1505510
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Volleyball 1
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in Beginning Volleyball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content will be increasing those strategies, techniques, skills, and knowledge learned in Beginning Volleyball.</p>	

<b>Team Sports II</b>	
<b>Course #</b>	1503360
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, flag football, flicker ball, gatorball, soccer, softball, speedball, track and field, and volleyball. Strategies of team sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.</p>	

<b>Volleyball 3</b>	
<b>Course #</b>	1505520
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Volleyball 2
<b>Credit</b>	1/2
<p>The purpose of this course is to allow students to continue to improve the skills developed in beginning and intermediate volleyball. The content will increase strategies in safety, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization and administration of volleyball activities, consumer issues and the benefits of participation.</p>	

<b>Weight Training 1</b>	
<b>Course #</b>	1501340
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomechanical and physiological principles to improve and maintain muscular strength and endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, and knowledge of consumer issues related to weight training.</p>	

<b>Weight Training 3</b>	
<b>Course #</b>	1501360
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Wgt. Training 2
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in intermediate weight training, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of the knowledge introduced in beginning/intermediate weight training, application of knowledge to design and implement a personal weight training program to meet specific needs and goals, and knowledge of the organization/administration of weight lifting competition.</p>	

<b>Weight Training 2</b>	
<b>Course #</b>	1501350
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Weight Training 1
<b>Credit</b>	1
<p>The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of basic weight training knowledge, knowledge of safety practices, expansion of weight training programs by incorporating new Intermediate Weight exercises, increasing resistance, and modifying the number of sets and repetitions, knowledge of various weight training theories, knowledge of various equipment available in the field to develop muscular strength and endurance, and knowledge of designing, implementing and evaluating a personal weight training program.</p>	

<b>Basketball</b>	
<b>Course #</b>	1503310
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life, and to maintain and/or improve their personal fitness. This course expands and refines concepts and activities introduced in elementary and middle school. The content should include, but not be limited to, in depth knowledge and application of skills, techniques, strategies, rules and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball games. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.</p>	

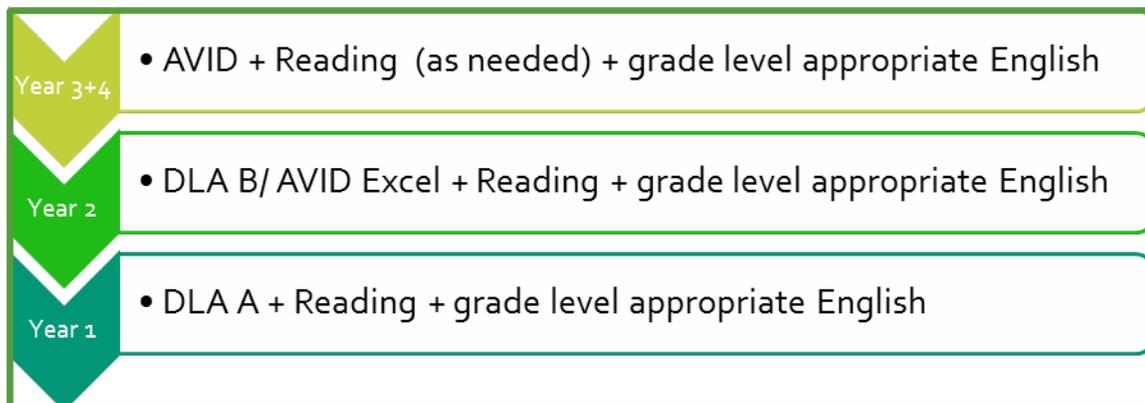
<b>Comprehensive Fitness (Basketball II)</b>	
<b>Course #</b>	1501390
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life, and to maintain and/or improve their personal fitness. This course expands and refines concepts and activities introduced in elementary and middle school. The content should include, but not be limited to, in depth knowledge and application of skills, techniques, strategies, rules and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball games. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.</p>	

## ESOL 2020-21 Scheduling Matrix

\*ELs are scheduled into English I, II, III, and IV for ELA instruction.

	<b>INTENSIVE and ACADEMIC ENGLISH LANGUAGE DEVELOPMENT – FOCUSED LANGUAGE STUDY</b>		<b>READING</b>
<b>Course Title/Number</b>	<b>Dev LA through ESOL SECTION A</b>  <b>1002380A</b> <b>grades 9-12, based on language proficiency</b>	<b>Dev LA through ESOL SECTION B</b>  <b>1002380B</b> <b>grades 9-12, based on language proficiency</b>	<b>Reading for College Success</b> Single-period 1008350N – gr 9 1008350T – gr 10 1008350A – gr 11 1008350B – gr 12
<b>Course Length</b>	Year (Y)	Year (Y)	9 <sup>th</sup> and 10 <sup>th</sup> - Year (Y) 11 <sup>th</sup> and 12 <sup>th</sup> – Semester
<b>Subject</b>	Intensive English Language Development	Academic English Language Development	Single Period Reading
<b>Curriculum/Technology-based Program</b>	District-developed, supports development of basic English skills; uses ESL ReadingSmart and Nearpod	English 3D by HMH or AVID Excel	Grades 9-10: Reading Plus & Teengagement Interactive Lessons Grades 11-12: SATPractice.org
<b>Who Should Be in this Class</b>	Newly arrived (12 - 24 months from DEUSS) with ACCESS for ELs language proficiency levels : 1.0 – 2.5 Course should be taken one time only. *Students with interrupted schooling can take this class twice.	ELs classified as LY for 5 years and longer (LTELs – long term ELs) <b>AND</b> ELs with ACCESS for ELs language proficiency levels: 2.6 - 3.9 Course should be taken one time only. *Students with interrupted schooling can take this class twice.	ELs scoring Level 1 or 2 on FSA ELA
<b>Description and Notes</b>	Provide beginning level ELs instruction enabling them to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently, including individual student goal setting based on Can Do Descriptors.	Ensure proficiency in the academic language by teaching high-leverage, portable academic language, including vocabulary, syntax and grammar by improving reading, writing, speaking and listening skills through daily opportunities for class discussion, peer collaboration, and formal speeches, including individual student goal setting based on Can Do Descriptors.	See HS Reading Department Section

### English Language Proficiency – Optimal Course Progression for ELs



# Visual Arts Education

<b>**Two-Dimensional Studio Art 1</b>	
<b>Course #</b>	0101300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

<b>**Two-Dimensional Studio Art 2</b>	
<b>Course #</b>	0101310
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Creating Two-Dimensional Art, Creating Three-Dimensional Art, Two-Dimensional Studio Art 1, OR Three-Dimensional Studio Art 1
<b>Credit</b>	1
<p>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 artist's 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.</p>	

<b>Q** Portfolio Development -Two-Dimensional Honors</b>	
<b>Course #</b>	0109320
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 Years of Visual Art
<b>Credit</b>	1
<p>Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. <u>Students must submit a minimum of 2 works to Countywide Exhibitions that are adjudicated such as Scholastic Art Awards, Word and Image, Student Surreal, 3+ Dimensions and St. Petersburg College High Schools Exhibition</u></p>	

<b>**Three-Dimensional Studio Art 1</b>	
<b>Course #</b>	0101330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

<b>**Three-Dimensional Studio Art 2</b>	
<b>Course #</b>	0101340
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Creating Two-Dimensional Art, Creating Three-Dimensional Art, Two-Dimensional Studio Art 1, OR Three-Dimensional Studio Art 1
<b>Credit</b>	1
<p>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.</p>	

<b>Q **Portfolio Development: Three-Dimensional Honors</b>	
<b>Course #</b>	0109330
<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 Years of Art
<b>Credit</b>	1
<p>Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. <u>Students must submit a minimum of 2 works to Countywide Exhibitions that are adjudicated such as Scholastic Art Awards, Word and Image, Student Surreal, 3+ Dimensions and St. Petersburg College High Schools Exhibition</u></p>	

<b>*Creative Photography I</b>	
<b>Course #</b>	0108310
<b>Grade Level</b>	9-12
<b>Length</b>	1 Year
<b>Prerequisite</b>	Creating Two-Dimensional Art, Creating Three-Dimensional Art, Two-Dimensional Studio Art 1, OR Three-Dimensional Studio Art 1
<b>Credit</b>	1
<p>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.</p>	

<b>*Creative Photography II</b>	
<b>Course #</b>	0108320
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Creative Photography I
<b>Credit</b>	1
<p>Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film,</p>	

night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. 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.

<b>Credit</b>	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.	

<b>Q**Advanced Placement Studio Art: 2/D Design Portfolio</b>	
<b>Course #</b>	0109350
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 years of art
<b>Credit</b>	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.	

<b>Q**Advanced Placement Studio Art: 3/D Design Portfolio</b>	
<b>Course #</b>	0109360
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 years of art
<b>Credit</b>	1
This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. 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.	

<b>Q*Creative Photography III</b>	
<b>Course #</b>	0108330
<b>Grade Level</b>	10-12
<b>Length</b>	1 Year
<b>Prerequisite</b>	Creative Photography II
<b>Credit</b>	1
Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including nontraditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. 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. <u>Students must submit a minimum of 2 works to Countywide Exhibitions that are adjudicated such as Scholastic Art Awards, Word and Image, Student Surreal, 3+ Dimensions and St. Petersburg College High Schools Exhibition</u>	

<b>Q*Advanced Placement Art/Drawing Portfolio</b>	
<b>Course #</b>	0104300
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 years of art

## Drama and Theatre Arts

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.

<b>*Theatre 2</b>	
<b>Course #</b>	0400320
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Theatre 1
<b>Credit</b>	1
<p>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.</p>	

<b>*Theatre 1</b>	
<b>Course #</b>	0400310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

<b>Q*Theatre 3 Honors</b>	
<b>Course #</b>	0400330
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Theatre 2
<b>Credit</b>	1
<p>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.</p>	

<b>Q*Theatre 4 Honors</b>	
<b>Course #</b>	0400340
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Theatre 3
<b>Credit</b>	1
<p>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.</p>	

<b>*Technical Theatre Design and Production 2</b>	
<b>Course #</b>	0400420
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Technical Theatre: Design and Production 1
<b>Credit</b>	1
<p>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.</p>	

<b>*Technical Theatre Design and Production 1</b>	
<b>Course #</b>	0400410
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

<b>*Technical Theatre Design and Production 3</b>	
<b>Course #</b>	0400430
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Technical Theatre: Design and Production 2
<b>Credit</b>	1
<p>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.</p>	

<b>Q*Technical Theatre Design and Production 4 Honors</b>	
<b>Course #</b>	0400440
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Technical Theatre: Design and Production 3
<b>Credit</b>	1
<p>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.</p>	

<b>*Musical Theatre 2</b>	
<b>Course #</b>	0400710
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	
<b>Credit</b>	1
<p>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.</p>	

<b>*Musical Theatre 1</b>	
<b>Course #</b>	0400700
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	
<b>Credit</b>	1
<p>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.</p>	

<b>*Musical Theatre 3</b>	
<b>Course #</b>	0400720
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	
<b>Credit</b>	1
<p>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.</p>	

<b>*Theatre Cinema and Film Production</b>	
<b>Course #</b>	0400660
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.</p>	

# Music Education

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.

Q *Advanced Placement Music Theory	
Course #	1300330
Grade Level	10-12
Length	1 year
Prerequisite	Music Theory II 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.	
<b>Students are required to take the Advanced Placement examination.</b>	

*Music Theory 1	
Course #	1300300
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
The purpose of this course is to introduce and explore musical fundamentals as practiced in various historical periods. Emphasis will be placed on aural and notational skill development.	

Music of the World	
Course #	1300340
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	

Q *Music Theory 2 Honors	
Course #	1300310
Grade Level	9-12
Length	1 year
Prerequisite	Music Theory I or audition/demonstration of skill knowledge
Credit	1
This course enables the student to analyze and apply musical fundamentals as practiced in various historical periods. Emphasis will be placed on aural skills development, harmonic notation and written analysis. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.	

<b>*Keyboard 1</b>	
<b>Course #</b>	1301360
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
This course will provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. Content includes the development of music fundamentals, appropriate vocabulary, and listening skills.	

<b>Q *Keyboard 4 Honors</b>	
<b>Course #</b>	1301390
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Keyboard III*
<b>Credit</b>	1
This course provides students with advanced instruction in individual keyboard performance of difficult solos and accompaniments in a variety of meters, styles, historical eras and keys. Students will sight-read grade III level literature, harmonize melodies using four part chorale style, transpose easy melodies and harmonies, and formulate critical evaluations and decisions about musical performance. This course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fire arts courses.	

<b>*Keyboard 2</b>	
<b>Course #</b>	1301370
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Keyboard I *
<b>Credit</b>	1
This course is designed to develop the ability to perform keyboard selections by using correct fingering and hand positions. The student will demonstrate an intermediate knowledge of music reading and vocabulary, play root chords, scales, and chord progressions.	

<b>*Band 1</b>	
<b>Course #</b>	1302300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.	

<b>*Keyboard 3</b>	
<b>Course #</b>	1301380
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Keyboard II*
<b>Credit</b>	1
The purpose of this course is to offer students the opportunity to perform varied keyboard literature in a variety of meters, styles and keys. The student will demonstrate appropriate performance techniques, and the knowledge of music vocabulary, history, analysis and listening skills.	

<b>*Band 2</b>	
<b>Course #</b>	1302310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Band I*
<b>Credit</b>	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.	

<b>*Band 3</b>	
<b>Course #</b>	1302320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Band II*
<b>Credit</b>	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.	

<b>*Band 4</b>	
<b>Course #</b>	1302330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Band III*
<b>Credit</b>	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.	

<b>Q *Band 5 Honors</b>	
<b>Course #</b>	1302340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Band IV*
<b>Credit</b>	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.	

<b>Q *Band 6 Honors</b>	
<b>Course #</b>	1302350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Band 5*
<b>Credit</b>	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.	

<b>*Chorus 1</b>	
<b>Course #</b>	1303300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.	

<b>*Chorus 2</b>	
<b>Course #</b>	1303310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Chorus I, Chorus High/Low Range I*
<b>Credit</b>	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.	

<b>*Chorus 3</b>	
<b>Course #</b>	1303320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Chorus II*
<b>Credit</b>	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.	

<b>*Chorus 4</b>	
<b>Course #</b>	1303330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Chorus III*
<b>Credit</b>	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.	

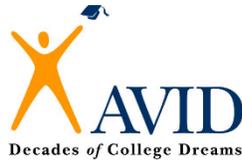
<b>Q *Chorus 5 Honors</b>	
<b>Course #</b>	1303340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Chorus IV*
<b>Credit</b>	1
This course enables students to develop independence in musicianship and performance techniques while performing various styles of choral literature. The student 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.	

<b>Q *Chorus 6 Honors</b>	
<b>Course #</b>	1303350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Chorus 5*
<b>Credit</b>	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 demonstrate student mastery of rigorous standards required of quality point fine arts courses.	

<b>Eurhythmics 1</b>	
<b>Course #</b>	1305300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Credit</b>	1
The purpose of this course is so that student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals.	

<b>*Orchestra 1, 2, 3, 4</b>	
<b>Course #</b>	1302360/70/80/90
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.	

# AVID



**Advancement Via  
Individual Determination  
(AVID)**

AVID Secondary is comprised of the AVID elective class and school wide initiatives. The students in the AVID elective are students in the middle who have a desire to go to college and are willing to work hard. These students take rigorous courses that are preparing them for college and the AVID elective is an academic support to allow them to be successful. The school wide component creates a college and career going culture in the school for all students that encompasses high expectations and success for all.

<b>AVID I</b>	
<b>Course #</b>	17003901,2
<b>Grade Level</b>	9th Grade AVID Students
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.	

<b>AVID II</b>	
<b>Course #</b>	1700400
<b>Grade Level</b>	10th Grade AVID Students
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.	

<b>AVID III</b>	
<b>Course #</b>	1700410
<b>Grade Level</b>	11th Grade AVID Students
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.	

<b>AVID IV</b>	
<b>Course #</b>	1700420
<b>Grade Level</b>	12th Grade AVID Students
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.	

# AP Capstone

Q AP CAPSTONE SEMINAR	
Course #	1700500
Grade Level	11-12
Length	1 year
Prerequisite	None
Credit	1
<p>AP Capstone 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. <b>Students who take this junior level course are expected to continue on to the AP Capstone Research course their senior year.</b></p>	

Q AP CAPSTONE RESEARCH	
Course #	1700510
Grade Level	12
Length	1 year
Prerequisite	AP Capstone Seminar
Credit	1
<p>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 year-long 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 methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of produce where applicable) and a presentation with an oral defense.</p>	

# Family and Consumer Sciences

<b>Principles of Food Preparation</b>	
<b>Course #</b>	8500390
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2 credit
<p>Instruction and learning activities are provided in a foods lab using hands-on experiences. Activities provide instruction in the application of the principles of food preparation, food selection and storage. Ethnic, regional and international foods may also be studied and prepared.</p>	

<b>Nutrition and Wellness</b>	
<b>Course #</b>	8500355
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2 credit
<p>This course will prepare students to understand principles of nutrition in relationship to wellness, food choices, food preparation, and food storage. The concepts of meal planning and management are also addressed. Classroom food laboratory activities are an integral part of this course.</p>	

<b>Nutrition and Food Science</b>	
<b>Course #</b>	8801101
<b>Grade Level</b>	9-12
<b>Length</b>	1 Year
<b>Prerequisite</b>	Nutrition and Wellness strongly recommended.
<b>Credit</b>	1 credit
<p>This course 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 Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.</p>	

# Business Technologies/ Information Technologies

<b>STEM</b>	
<b>*Digital Information Technology</b>	
<b>Course #</b>	8207310
<b>Grade Level</b>	9-10
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>This course is designed to provide an introduction to information technology concepts and careers, as well as, the impact information technology has on the world, people, and industry. The content includes information technology career research, emerging technologies, operating systems, office productivity software, and specialized software applications. Students will be introduced to electronic communications techniques including e-mail and Internet services. Additional coverage will include web page design features such as basic HTML, DHTML, and XML web commands. The appropriate soft skills for developing and maintaining professional business relationships will also be covered.</p>	

<b>*Digital Design 1</b>	
<b>Course #</b>	8209510
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Computing for College and Careers or Introduction to Information Technology
<b>Credit</b>	1
<p>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.</p>	

<b>Q *Digital Design 2</b>	
<b>Course #</b>	8209520
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Digital Design 1
<b>Credit</b>	1
<p>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.</p>	
<p><i>*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)</i></p>	
<p><b>Note:</b> Students <b>not</b> enrolled in the 2010-2011 entering ninth grade class may <b>not</b> receive quality points for these courses.</p>	

<b>Q *Digital Design 3</b>	
<b>Course #</b>	8209530
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Digital Design 2
<b>Credit</b>	1
<p>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.</p>	
<p><i>*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)</i></p>	
<p><b>Note:</b> Students <b>not</b> enrolled in the 2010-2011 entering ninth grade class may <b>not</b> receive quality points for these courses.</p>	

STEM	
*Game and Simulation Foundations	
<b>Course #</b>	8208110
<b>Grade Level</b>	9-10
<b>Length</b>	1 year
<b>Prerequisite</b>	Introduction to Information Technology
<b>Credit</b>	1
<p>This course is designed to provide an introduction to game and simulation concepts and careers; the impact game and simulation has on society and industry; and basic game/simulation design concepts such as rule design, play mechanics, and media integration. The course compares and contrasts games and simulations, key development methodologies and tools, careers and industry-related information. This course also covers strategies, processes and methods for conceptualizing a game or simulation application; storyboarding techniques, and development tools.</p>	

STEM	
*Game and Simulation Design	
<b>Course #</b>	8208120
<b>Grade Level</b>	10-11
<b>Length</b>	1 year
<b>Prerequisite</b>	Game and Simulation Foundations
<b>Credit</b>	1
<p>This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs.</p>	

STEM	
Game and Simulation Programming	
<b>Course #</b>	Q 8208330
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Game and Simulation Design
<b>Credit</b>	1
<p>This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, memory management, score-keeping, times event strategies and methodologies and implementation issues.</p>	

STEM	
Q *Technology Support Services - Client Systems	
<b>Course #</b>	9001420
<b>Grade Level</b>	10-11
<b>Length</b>	1 year
<b>Prerequisite</b>	IIT
<b>Credit</b>	1
<p>In this course students will be introduced to categorized storage devices, backup media, motherboard components, types and features; installing and configuring client system hardware; troubleshooting, repair and maintenance of client systems; operating systems and software; system backup and recovery; computer security; and more.</p>	

STEM	
Q *Technology Support Services - Network Systems	
<b>Course #</b>	9001430
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Technology Support Services-Client Sys.
<b>Credit</b>	1
<p>This course includes operation of data networks; various media and topologies; install and configure basic network devices; network IP addresses; network management tasks and methodologies; WLAN; network security threats and mitigation techniques; and more.</p>	

<b>STEM</b>	
<b>Q *Technology Support Services - Specialized Technologies</b>	
<b>Course #</b>	9001440
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Technology Support Services-Network Systems
<b>Credit</b>	1
This course includes configure full disk encryption (FDE) software (e.g., BitLocker, BitLocker To Go; configure intranet tunneling software (e.g., DirectAccess, Barracuda); Network Mobility (NEMO); configuring and maintaining remote connections; RAID; troubleshooting specialized network and communications devices; and more.	

<b>Practical Arts General</b>	
<b>Course #</b>	8300320
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
The purpose of this course is to provide students with general practical skills. The content of this course will consist of instructional and learning activities provided in the school setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. <b>Portfolio required. Must have AP approval.</b>	

<b>Workplace Essentials</b>	
<b>Course #</b>	8300310
<b>Grade Level</b>	11-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	.5
The purpose of this course is to provide students with those workplace skills essential for gainful employment. The content of this course includes the following: developing an employment plan, seeking and applying for employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, work ethics and behavior, demonstrating technological literacy, maintaining interpersonal relationships and demonstrating leadership and team work. <b>Portfolio required. Must have AP approval.</b>	

<b>AP Computer Science Principles</b>	
<b>Course #</b>	0200335
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Algebra 1
<b>Credit</b>	1
The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.	

# Marketing

<b>*Marketing Management</b>	
<b>Course #</b>	8827130
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Marketing Applications (May be taken concurrently)
<b>Credit</b>	1
This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills required for success in marketing and career planning as related to a marketing industry.	

<b>*Marketing Essentials</b>	
<b>Course #</b>	8827110
<b>Grade Level</b>	9-10
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommend Introduction to Information Technology (8207310) or Computing for College and Careers (8209020)
<b>Credit</b>	1
The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. The fundamental of marketing and selling are also included.	

<b>*Marketing Applications</b>	
<b>Course #</b>	8827120
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Marketing Essentials (may be taken concurrently)
<b>Credit</b>	1
This course is designed to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of marketing occupations.	

# Hospitality and Tourism

This program will prepare students for employment in a variety of occupations in the hospitality industry. The program focuses on broad, transferable skills and an understanding of the elements in the industry. Students take academy focused elective courses each school year following a pathway toward a future in the world of event planning, hospitality and travel management, sports and entertainment, travel planning and more. Students participate in field trips and have experiences with qualified guest speakers. They complete exciting projects and work in a job in their field of interest.

As a career path, hospitality and tourism offers an opportunity for students to gain experience towards an occupation in:

- \*Event Planning and Management
- \*Hospitality Management
- \*Sports and Entertainment
- \*Business Management
- \*Human Resources
- \*Travel Planning
- \*Marketing
- \*Nutrition and Wellness
- \*Food Prep/Food Science



Technology for Hospitality and Tourism	
<b>Course #</b>	8703110
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	Introduction to Hospitality and Tourism (8850110)
<b>Credit</b>	1
This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality and tourism industry.	

Hospitality and Tourism Marketing Management	
<b>Course #</b>	8703120
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	Technology for Hospitality and Tourism (8850120)
<b>Credit</b>	1
The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.	

Introduction to Hospitality and Tourism	
<b>Course #</b>	8850110
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Digital Information Technology (8207310)
<b>Credit</b>	1
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.	

Hospitality & Tourism Entrepreneurship	
<b>Course #</b>	8703130
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	Technology for Hospitality and Tourism (8703120)
<b>Credit</b>	1
The purpose of this course is to provide with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.	

# Exceptional Student Education

**Graduation Requirements:** *Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.*

*A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.*

<b>Social and Personal Skills</b>	
<b>Course #</b>	79630700,1,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	Multiple
The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal problem solving, and appropriate use of leisure time.	
<b>EBD students and those students on an FBA or RTI behavior plan should be enrolled in this class. Also, open to all other ESE students.</b>	

<b>Learning Strategies</b>	
<b>Course #</b>	79630800,1,2
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	Multiple
The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings. The content should include, but not be limited to: strategies for acquiring and, storing knowledge, oral and written expression, problem solving, linking new information with prior knowledge, and active participation in reading. Content shall also include self-regulated use of comprehension strategies, test taking skills, time management, organizational skills, social skills, planning skills and self-advocacy.	
<b>Recommended elective for all ESE 9<sup>th</sup> graders and for any ESE student that has not passed the FCAT and/or obtained at least a 2.0 GPA. (Teacher must be trained in SIM Learning Strategies Curriculum.)</b>	

<b>Career Experience (CBVE &amp; School Based Jobs)</b>	
<b>Course #</b>	79801200,1,2 C, T
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	Multiple
The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors <b>in a CBI program or on a campus teacher assistant program.</b> The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired postschool outcomes related to a career. The content should include, but not be limited to: self-appraisal, decision making, self-determination, self-advocacy, career options, community resources related to career decisions, workplace competencies, and responsibilities of employees.	

<b>Career Placement (OJT)</b>	
<b>Course #</b>	79801300,1,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	Multiple
<p>The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide <b>placement in a job in the community</b> aimed at further progress toward achieving the student's desired postschool outcomes related to a career. The content should include, but not be limited to: self-appraisal, decision making, self-determination, self-advocacy, career selection, community resources related to career decisions, workplace competencies, and responsibilities of employees.</p>	
<p><b>Student must be referred to and qualify for this course.</b></p>	

# Dual Enrollment on Campus

*permitted to take the course on the SPC campus unless the on campus course is full.*

<b>Q Composition I</b>	
<b>Course #</b>	ENC 1101
<b>Grade Level</b>	11-12
<b>Length</b>	1 Semester
<b>Prerequisite</b>	CPT/PERT scores & 3.0 GPA
<b>Credit</b>	1
<p>Composition I, ENC 1101, "is designed to develop composition skills. It emphasizes the development of the multi paragraph essay including practice in information retrieval from electronic and other sources, and in the selection restriction, organization and development of topics. It also offers student opportunities to improve abilities with sentence structure, diction, and mechanics. Selected writing samples are examined as models of form and as sources of ideas for the student's own writing." <i>Meets the graduation requirement for either English III or English IV. Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be permitted to take the course on the SPC campus unless the on campus course is full.</i></p>	

<b>Q Ancient Greek Mythology</b>	
<b>Course #</b>	CLT 2373
<b>Grade Level</b>	11-12
<b>Length</b>	1 Semester
<b>Prerequisite</b>	CPT/PERT scores & 3.0 GPA
<b>Credit</b>	.5
<p>This course will acquaint the student with the world of mythological gods and heroes of the Ancient Greeks. Literature, art and archaeology will be examined, as well as lifestyles and ideas of the Ancient Greek civilization.</p>	

<b>Q Composition II</b>	
<b>Course #</b>	ENC 1102
<b>Grade Level</b>	11-12
<b>Length</b>	1 Semester
<b>Prerequisite</b>	CPT/PERT scores & 3.0 GPA, ENC 1101
<b>Credit</b>	1
<p>This course builds upon the skills developed in Composition I. It provides further instruction in the planning, organization and writing of essays. It stresses methods of library research including information retrieval from electronic sources, and emphasizes writing of the research paper and the paper of literary interpretation. The reading includes selections from at least two forms of literature. This course partially satisfies the writing requirements outlined in the General Education Requirements. Credit is not given for both ENC 1102 and ENC 1122H. <i>Meets the graduation requirement for English IV. Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be</i></p>	

<b>Q The College Experience</b>	
<b>Course #</b>	SLS 1101
<b>Grade Level</b>	11-12
<b>Length</b>	1 Semester
<b>Prerequisite</b>	CPT/PERT scores & 3.0 GPA
<b>Credit</b>	.5
<p>Students scoring below the prescribed cut-off score in two or more college preparatory areas must take SLS 1101 and SLS 1126as co-requisites during their first term of enrollment. This course is designed to strengthen skills essential to success in college, with further applications to post-college plans. Included are study and test-taking strategies; effective interpersonal skills; time management techniques; creative and critical thinking skills; college services and resources; educational policies, procedures, regulations and terminology; and library resources, research strategies, and information skills for online, blended, and traditional learning environments. <i>Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be permitted to take the course on the SPC campus unless the on campus course is full.</i></p>	

# Service Learning Experiential Education

## SERVICE LEARNING

Starting with the 1998-1999 school year, 75 hours of documented service are required as part of the requirements for the Academic Scholars Award, one of the Florida Bright Futures Scholarships. Students may complete this volunteer requirement by completing one of the courses listed below, including all of the course requirements, or by following the district procedures outlined by their high school community service designee.

**“Students taking Voluntary Public Service or Voluntary School/Community Service listed below must still complete the district community service paperwork and follow the district procedure to receive Bright Futures credit for the hours completed while taking the course.”**

## EXECUTIVE INTERNSHIP PROGRAM (EIP)

This program is available by application to capable high school students during the regular school year for seniors or during the summer for rising seniors. A student must have at least an unweighted 3.0 cumulative grade point average to be admitted to the program. The program coordinator will arrange for selected students to spend one, two or three semesters working with professionals in their chosen career field. Students receive no pay but earn high school and college dual enrollment elective credits for their participation.

### Executive Internship I

<b>Course #</b>	0500300
<b>Grade Level</b>	12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Application
<b>Credit</b>	1/2

This purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to the following: discussion of professional job requirements; building vocabulary appropriate to the area of professional interest; development of decision-making

skills; and development of personal and educational job-related skills.

### Executive Internship II

<b>Course #</b>	0500310
<b>Grade Level</b>	12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Application
<b>Credit</b>	1/2

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas. The content should include, but not be limited to the following: study of a variety of career options; written and oral communication skills; higher-level thinking skills; interpersonal relationship skills; factors affecting job performance; in-depth research study; theories of executive management; the influence of unions; economics affecting free enterprise; knowledge of professional organizations and their impact; and career planning.

### Executive Internship III

<b>Course #</b>	0500320
<b>Grade Level</b>	12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Executive Internship I and/or II
<b>Credit</b>	1

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas. The content should include, but not be limited to the following: more intensive study of a variety of career options; written and oral communication skills; higher-level thinking skills; interpersonal relationship skills; factors affecting job performance; in-depth research study; theories of executive management; the influence of unions; economics affecting free enterprise; knowledge of professional organizations and their impact; and career planning.

<b>Executive Internship IV</b>	
<b>Course #</b>	0500330
<b>Grade Level</b>	12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Executive Internship III
<b>Credit</b>	1
<p>The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings. The content should include, but not be limited to the following: analysis of career options; career planning processes; characteristics of work settings; theories of executive management; influence on unions; free enterprise concepts; and organizational structure.</p>	

<b>Early College</b>
<p>The Early College Program is a partnership between St. Petersburg College and Pinellas County Schools that offers new and innovative options for high school students.</p> <p>Students entering grades 11 (and grade 12 based on availability) in Pinellas County high schools, as well as private and home-schooled students, who meet dual enrollment eligibility standards and reside in Pinellas County, will have the opportunity to attend the Early College Program.</p> <p><a href="http://www.spcollege.edu/central/earlycollege">www.spcollege.edu/central/earlycollege</a></p>

<b>Early Admission</b>
<p>A high school student may enter St. Petersburg College, University of Florida, or University of South Florida Honors College after the 11<sup>th</sup> grade provided that certain requirements have been satisfied. College application fees and tuition are waived by the college. This program requires that students spend their senior year as a full-time college student, completing high school graduation requirements while working toward their college AA degree.</p>
<p>In order to be eligible for early admission to college students must:</p>
<ol style="list-style-type: none"> <li>1. have completed three full years of high school with a minimum of 18 credits earned;</li> <li>2. be enrolled in and attend a PCS high school for the full semester prior to the start of Early Admission;</li> <li>3. have a cumulative unweighted grade point average of 3.0 on a 4.0 scale (3.8 for USF Honors College);</li> <li>4. have met the minimum level of performance for high school graduation on the FSA ELA and Alg EOC;</li> <li>5. have earned 1.0 credit in HOPE and 1.0 credit in World History</li> <li>6. have earned an acceptable score on the college placement test;</li> <li>7. have obtained the signature of the high school principal on the application for Early Admission to College by the deadline; and</li> <li>8. have met the college application deadline.</li> </ol>
<p>Guidance Counselors and the dual credit liaison in each high school have further details regarding this program.</p>

# Construction Technology Magnet

The Center for Construction Technologies is a program that gives students in grades nine through twelve the opportunity to learn a construction trade while in high school.

The program is designed for students to earn both a high school diploma and industry recognized National Center for Construction Education and Research (NCCER) certifications at the same time. By the time students graduate, they will be at a more advanced stage to enter postsecondary education, apprenticeship training or enter the workplace at a higher wage.

St. Petersburg High School's Center for Construction Technologies has teamed with Pinellas Technical College St. Petersburg (PTC) to offer students a unique program. There are five construction trade fields that students may choose from: Carpentry, Electrical, Heating/Ventilation & Air Conditioning, Masonry, and Plumbing.

Grades 9 -10: students enroll in a daily one-period Construction Technology I/II class. They will learn construction related skills through hands-on activities. Students have the opportunity to earn an Occupational Safety and Health Administration (OSHA) 10 certification, First Aid/AED and NCCER certifications.

Grades 11 – 12: students enroll in a daily three-period block at PTC St. Petersburg in one of the five construction trades. Students have the opportunity to earn NCCER certifications, a 900-hour Florida Pre-Apprenticeship Completion Certificate and Gold Seal Scholarships.

Upon high school graduation, WorkNet Pinellas, with local industry, assists program graduates with future employment. In addition, graduates have opportunities to work toward journeyman status in their chosen construction trade.

<b>Building Construction Technologies 1</b>	
<b>Course #</b>	8720310
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	Must be in Con Tec Magnet program
<b>Credit</b>	1
The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, the proper use of hand and power tools, plan reading, basic rough carpentry and framing.	

<b>Building Construction Technologies 2</b>	
<b>Course #</b>	8720320
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	Building Construction Technologies 1
<b>Credit</b>	1
The purpose of this course is to develop the competencies necessary for the building, construction and repair industry. These competencies relate to construction components, materials and hardware, concrete and masonry skills.	

<b>Building Construction Technologies 3</b>	
<b>Course #</b>	8720330
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	Building Construction Technologies 2
<b>Credit</b>	1
This course is designed to provide students with a more in-depth knowledge of construction documents, as well as competencies in construction management. These include heavy equipment selection, knowledge of codes and regulations, site preparation, estimating, scheduling and knowledge of sustainability issues relevant to the construction industry.	

<b>Building Construction Technologies 4</b>	
<b>Course #</b>	8720340
<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	Building Construction Technologies 3
<b>Credit</b>	1
The purpose of this course is to develop competencies in exterior finish carpentry.	



*3DE dedicated teachers set high expectations and foster a strong sense of community among their students. Year-over-year, the curriculum layers in defined competencies to continually build students' skills and mindset as they advance from facilitated learning to self-directed. By the end of their four-year high school career, students graduate with the knowledge, skills and confidence to thrive in post-secondary and beyond.*

Available to all traditional students entering 9<sup>th</sup> grade at SPSHS in the 2020-2021 school year.

*3DE by Junior Achievement re-engineers high school education and pushes students to discover solutions to real-world challenges, connect the relevancy of education, and develop the knowledge, skills and confidence to thrive in today's ever-evolving economy. 3DE's multifaceted approach to learning uses case methodology to integrate real-world connectivity into the standard high school experience. This universally effective approach to learning is the anchor for interdisciplinary pedagogy, relevant connectivity, and authentic project-based application. Coursework is complemented by career readiness experiences including career-site visits, interacting with business coaches, and consultancy experiences. The result is a high school experience that reflects the dynamic pace of activity and interconnectedness of life beyond the classroom walls.*

#### *3DE Features*

- Deep exposure to 16 different companies/industry sectors through Case Challenges
- Dedicated professionals to advise, counsel, and bridge students to their futures
- Interaction with career professionals through classroom advisors, coaches & site visits to business partners
- Post-secondary/college exposure
- Interdisciplinary course of study that authentically connects to real-world complexities
- Flexible opportunities for AP, Dual Enrollment, Industry Certifications, and Career Pathways