



# *Northeast High School*

## *Home of the Vikings*

**Curriculum Guide**

**2025 - 2026**

# Northeast High School

## Curriculum Guide

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# Northeast High School

Mr. Michael J. Hernandez  
**Principal**

Mr. Thomas Reckenwald  
Dr. Gabriella Montemarano  
Dr. Stacy Mullaney  
Dr. Lindsay Rodgers  
**Assistant Principals**



Dear Students:

The selection of courses during your educational experience at Northeast High School is extremely important. Northeast offers a wide variety of required and elective courses that will lead you to be college and career ready upon graduation.

This curriculum guide has been developed to assist you in making these choices. It contains listings of the required courses and electives to guide you as you complete your high school academic planning. It is important that you review your course selections with your parents and involve them in this very important process.

Upon selecting courses and meeting with your counselor, you will receive your Course Request Form confirming the classes you requested. Please check it carefully and make any changes in selections at that time.

Schedule corrections are only made to correct clerical errors, to remove students from classes when they lack a course prerequisite, or to move a student who has previously failed the same course taught by the same teacher. Changes are not made for any other reasons.

Plan and select wisely! We want you to be college and career ready and we are ready to help you achieve your goals.

Best wishes from the faculty and staff for your success!

Michael Hernandez  
Principal



# Northeast High

Home of the Vikings

## School Profile 2023-2024

Northeast High School is a four year public high school with a current enrollment of over 1800 students in grades Nine through Twelve. Located in St. Petersburg, FL in a suburban residential community, it ranks as one of the largest high schools in the Pinellas County School System and it serves a diverse population with programs to meet the needs of a wide range of abilities and interests. These programs include certified career academies, in which students can earn college credit and an industry certification, Advanced Placement courses, on-campus dual enrollment courses taught through St. Petersburg College, the AVID program, community based instruction programs, and much more.



### MISSION

All Northeast High School students will graduate prepared for college, career, and life.

### THREE KEYS TO SUCCESS

- ♦ **Attendance:** Students attend classes daily, arrive timely to class, and prepared mentally for learning
- ♦ **Attitude:** Students exhibit relationship, scholarship, sportsmanship, citizenship, leadership, and partnership
- ♦ **Achievement:** Students submit all assigned tasks and never accept zeros for any assignment

### ACCOLADES

- ♦ Revalidated as an AVID National Demonstration School
- ♦ Gold and Bronze medal recipient for Positive Behavior Intervention and Supports
- ♦ State of Florida Five Star Recognition for commitment to family, community and partnerships
- ♦ Academy of Finance and Culinary Academy recognized as Distinguished Academies
- ♦ Academy of Finance recognized as a NAF Model Program for 13 years in a row
- ♦ Recognized as a model school for positive culture from Sandy Hook Promise
- ♦ Flourishing JROTC Program

### CORE VALUES

- ♦ **Commitment to Children, Families, and the Community:** Making decisions and committing resources to attain each student's success
- ♦ **Respectful and Caring Relationships:** Establishing positive relationships among all stakeholders
- ♦ **Cultural Competence:** Understanding and honoring culturally defined beliefs, needs, styles, and behaviors of the students families and communities we serve
- ♦ **Integrity:** Maintaining the highest standards of behavior, ethics, fairness, and honesty with ourselves and others
- ♦ **Responsibility:** Fulfilling commitments and promises through fact-based decision-making and problem-solving
- ♦ **Connectedness:** Teaming through internal and external partnerships by aligning efforts for the common purpose of each student's success

### CAREER ACADEMIES

- ♦ Academy of Finance
- ♦ Academy of Information Technology
- ♦ Automotive Academy
- ♦ Culinary Academy

### CEEB CODE

The Northeast High School CEEB Code is **101520**

**Northeast High**

[www.pcsb.org/northeast-hs](http://www.pcsb.org/northeast-hs)

Address

5500 16th St. N, St. Petersburg, FL 33703-2021

Phone

Phone: (727) 570-3138

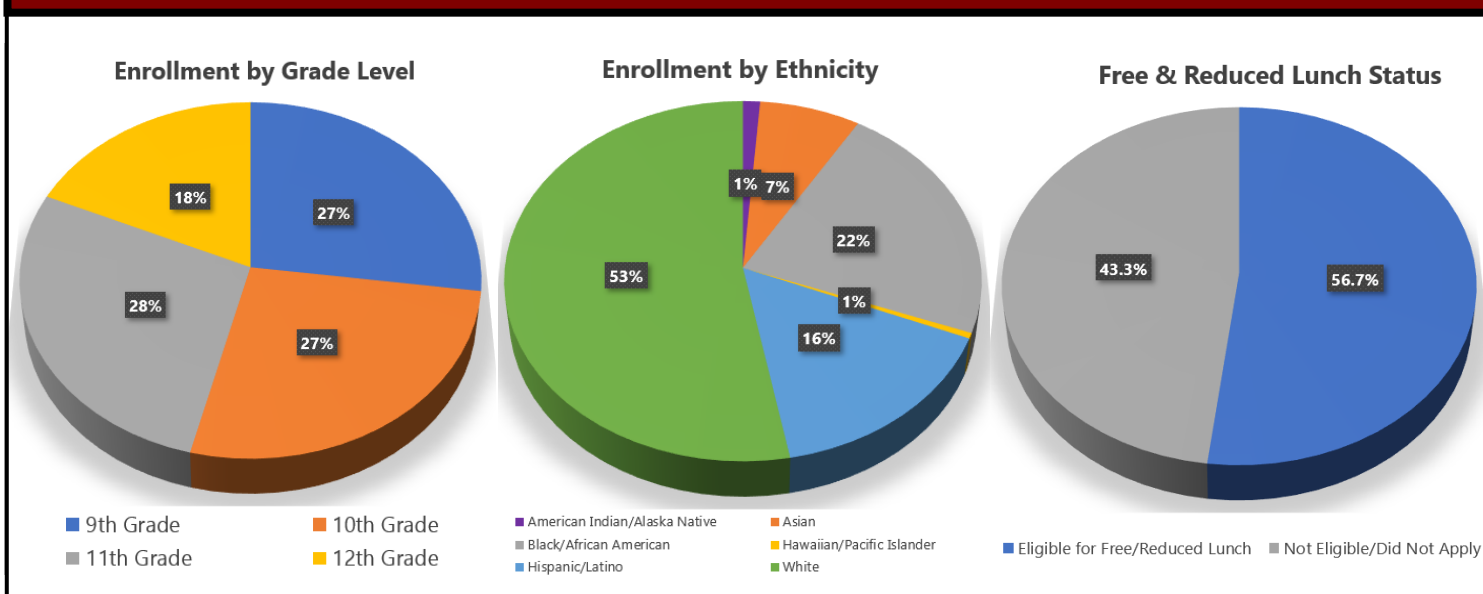
Fax

Fax: (727) 570-3147

## ADMINISTRATION & COUNSELORS

Position(s)	Name	Email
Principal	Mr. Michael Hernandez	Hernandezmic@pcsb.org
Assistant Principal of Curriculum	Dr. Stacy Mullaney	Mullaneys@pcsb.org
Assistant Principal	Mr. Thomas Reckenwald	Reckenwaldt@pcsb.org
Assistant Principal & Executive Director of Career Academies	Dr. Lindsay Rodgers	Rodgersli@pcsb.org
Assistant Principal & Director of Athletics and Facilities	Dr. Gabby Montemarano	Montemarano@pcsb.org
12th Grade Counselor	Mr. Paul Chorney	ChorneyP@pcsb.org
11th Grade Counselor	Ms. Pamela Parry	Parryp@pcsb.org
10th Grade Counselor & Department Head	Mr. Eric Malm	Malme@pcsb.org
9th Grade Counselor	Mrs. Carmela Missi	Missic@pcsb.org

## STUDENT BODY



## MARCH 2023 SAT SCHOOL DAY

Group	Number of Test Takers	Mean Total Score 400-1600 ?	Mean Evidence-based Reading and Writing Score 200-800 ?	Mean Math Score 200-800 ?
School	354	917	479	438

## STUDENT ACHIEVEMENT

- ◆ Scholastic Art Awards Recipients
- ◆ Morean Art Award Recipients
- ◆ Work and Image Award Recipients
- ◆ Dali Art Award Recipients
- ◆ 124 State Qualifiers for FBLA
- ◆ Superiors in Band, Chorus, and Theatre Programs
- ◆ State Qualifiers in Diving, Cross Country, & Swimming
- ◆ Football and Men's Soccer State Playoffs Teams
- ◆ 19 athletic teams demonstrate high academic standards and qualify for Florida High School Athletic Association (FHSAA) Academic Recognition:
  - ◇ Baseball, Boys Cross Country, Girls and Boys Lacrosse, Girls and Boys Soccer, Girls and Boys Swimming & Diving, Girls and Boys Tennis, Boys Track & Field, Girls Basketball, Volleyball, and Softball

## NORTHEAST HIGH SCHOOL ACADEMIC PROFILE

<b>Class of 2023 Graduation Rate</b>			<b>95%</b>	
<b>Graduation Requirements</b>			<b>School Calendar</b>	
<p><b>A minimum of 24 credits is required for Standard Diploma:</b></p> <ul style="list-style-type: none"> <li>◆ 4 Credits of English</li> <li>◆ 4 Credits of Math               <ul style="list-style-type: none"> <li>◇ <b>Algebra 1</b> and <b>Geometry</b> required</li> </ul> </li> <li>◆ 3 Credits of Science               <ul style="list-style-type: none"> <li>◇ <b>Biology</b> required</li> </ul> </li> <li>◆ 3 Credits of Social Studies               <ul style="list-style-type: none"> <li>◇ <b>World History, US History,</b> 1 semester of <b>US Government</b>, and 1 Semester of <b>Economics</b> required</li> </ul> </li> <li>◆ 1 Credit of <b>HOPE</b> (Health and Physical Education)</li> <li>◆ 1 Credit of Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts</li> <li>◆ 8 Credits of General Electives</li> <li>◆ Beginning with the 2023-2024 Cohort               <ul style="list-style-type: none"> <li>◇ .5 Credit of Personal Financial Literacy</li> <li>◇ 7.5 Elective Credits</li> </ul> </li> <li>◆ Pass the Algebra 1 End-Of-Course assessment</li> <li>◆ Pass the Grade 10 ELA assessment</li> <li>◆ A 2.0 Unweighted GPA</li> </ul>			<ul style="list-style-type: none"> <li>◆ 37 Weeks</li> <li>◆ 7 Periods Per Day</li> <li>◆ Four-Quarter grading system with grades awarded after each semester</li> </ul>	
			<b>Accelerated Options on Our Campus</b>	
			<ul style="list-style-type: none"> <li>◆ 30 Honors classes</li> <li>◆ 4 Pre-AP classes</li> <li>◆ 18 Advanced Placement classes</li> <li>◆ 14 Dual Enrollment classes</li> <li>◆ 4 Cambridge AICE classes</li> </ul>	
			<b>Test Scores</b>	
			<ul style="list-style-type: none"> <li>◆ In keeping with the NACAC Statement of Principles of Good Practice, we do not report mean GPA or standardized test scores on transcripts.</li> </ul>	
			<b>Grading and Ranking</b>	
			<ul style="list-style-type: none"> <li>◆ GPA and Class Rank calculated at end of each semester</li> <li>◆ .5 credit earned per class per semester</li> <li>◆ GPA includes all subjects, whether passed or failed</li> <li>◆ Rank based on all courses taken for high school credit through 1st semester of 12th grade</li> </ul>	
<b>Weighted Classes</b>				
<ul style="list-style-type: none"> <li>◆ Advanced Placement and Dual Enrollment classes are weighted by 1 point</li> <li>◆ Honors and Pre-AP Classes are weighted by .5 point</li> </ul>				
Grade	Percent	Regular Quality Points	Honors & Pre-AP Quality Points	Dual Enrollment & AP Quality Points
<b>A</b>	90-100	4	4.5	5
<b>B</b>	80-89	3	3.5	4
<b>C</b>	70-79	2	2.5	3
<b>D</b>	60-69	1	1	1
<b>F</b>	59 and below	0	0	0
<b>CO-CURRICULARS</b>				
<p><b>Athletics:</b> Baseball, Boys &amp; Girls Basketball, Boys &amp; Girls Bowling, Football &amp; Basketball Cheerleading, Cross Country, Flag Football, Football, Boys &amp; Girls Golf, Boys &amp; Girls Lacrosse, Boys &amp; Girls Soccer, Softball, Boys &amp; Girls Swimming &amp; Diving, Tennis, Track, Volleyball, Wrestling</p> <p><b>JROTC Teams:</b> Drill Team, Color Guard, JROTC Raiders</p>			<p><b>Clubs &amp; Organizations:</b> 5000 Role Models, Art Club, Best Buddies, Chess Club, Culinary Club, Digital Media Club, Drama Club, Fellowship of Christian Athletes, French Club, Future Business Leaders of America, Girlfriends, Hi-Y, Key Club, Mu Alpha Theta, National Honor Society, Pep Club, Psychology Club, RHO KAPPA, Student Government Association, Spanish Club, Spanish Honor Society, Speech &amp; Debate Club, Winter Guard, YGG Crew</p>	
<b>Northeast High</b> <a href="http://www.pcsb.org/northeast-hs">www.pcsb.org/northeast-hs</a>			Address <b>5500 16th St. N, St. Petersburg, FL 33703-2021</b>	Phone <b>Phone: (727) 570-3138</b> Fax <b>Fax: (727) 570-3147</b>



## AVID PROGRAM



### Department Contact:

Elizabeth Taylor, AVID Coordinator

Email: [TaylorEl@pcsb.org](mailto:TaylorEl@pcsb.org)

Website: [www.pcsb.org/Domain/1376](http://www.pcsb.org/Domain/1376)

The Advancement Via Individual Determination (AVID) program takes students with the potential and determination to go to college and places them in the rigorous courses required to get into those four year universities.

### Our mission is to ensure that **ALL** students, and most especially the least served students who are in the middle:

- Will succeed in challenging, rigorous curriculum
- Will complete a college prep path
- Will be well-rounded students and involved in school activities
- Will apply and be accepted to four-year colleges
- Will become educated, responsible citizens.

### AVID Secondary Objectives:

- Provide academic instruction and other support to students while preparing them for college acceptance and entry
- Prepare students to enroll in the most rigorous courses
- Motivate students to attend the college of their choice
- Develop students' college level skills, including organizational and critical thinking skills
- Increase students' ability to balance the time and stress of advanced work
- Increase participants' levels of college and career awareness

### AVID students will:

- Become proficient in taking notes in all classes, organization, time management, study skills, writing, questioning, working with others, reading and public speaking through collaborative and interactive class environment
- Be supported by weekly group tutorials including college students, adults, and peers
- Participate in guest speaker forums, volunteer activities and field trips to colleges, universities and businesses
- Access advanced content course
- Maintain grades of C or better
- Enroll in advanced and accelerated courses as outlined below
  - 9th grade: at least one honors/Pre-AP course each semester
  - 10th grade: at least two honors/Pre-AP courses each semester
  - 11th grade: at least one college level course (AP, AICE, dual enrollment) plus one honors/Pre-AP course each semester
  - 12th grade: at least two college level courses (AP, AICE, dual enrollment) each semester

### Who is Eligible for AVID Secondary?

AVID students meet **at least ONE** of the following criteria **AND** they are selected through an application process that identifies the academic middle within their school.

- Average to high test scores
- 2.5 - 3.5 grade point average
- College potential
- Desire and determination
- Appropriate classroom behavior
- Good attendance record
- Strong work habits
- A willingness to commit themselves to studying
- The desire to attend college

## AVID PROGRAM

### AVID 1

Prerequisites: None

Grades: 9

Length: 1 Year

Course #: 1700390

The 9th grade AVID elective course will service as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting and increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. Emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions, prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

### AVID 2

Prerequisites: None

Grades: 10

Length: 1 Year

Course #: 1700400

During the 10th grade AVID elective course, students will refine the AVID strategies to meet their independent needs and learning styles and continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly and expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will participate in collaborative discussions, develop leadership skills, and expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

### AVID 3

Prerequisites: None

Grades: 11

Length: 1 Year

Course #: 1700410

The 11th grade AVID elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

### AVID 4

Prerequisites: None

Grades: 12

Length: 1 Year

Course #: 1700420

The 12th grade AVID elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that supports students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.



## ARMY JUNIOR ROTC PROGRAM



### Department Contacts:

Lieutenant Colonel Kevin Miller (USA-Ret)

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Website: [www.pcsb.org/Domain/11924](http://www.pcsb.org/Domain/11924)

First Sergeant Joseph T. Walker (USA-Ret)

Email: [WalkerJose@pcsb.org](mailto:WalkerJose@pcsb.org)

### Overview

The U.S. Army Junior Reserve Officers' Training Corps (JROTC) is one of the largest character development and citizenship programs for youth in the world. The National Defense Act of 1916 established organized JROTC programs at public and private educational institutions. In 1964, Congress expanded the program to all military services and changed from active duty to shared support from the services and schools. As congressionally mandated by Title 10 United States Code, Section 2031, each military service must have a JROTC program to "instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment." JROTC's mission, "To Motivate Young People to be Better Citizens", is the guide post for the program's success.

The U.S. Army's JROTC program currently operates in more than 1,700 public and private high schools, military institutions, and correctional centers throughout the United States and overseas. Approximately 40% of JROTC programs are in inner city schools, serving a student population of 50% minorities. As JROTC students (Cadets) progress through the program, they experience opportunities to lead other Cadets. A major component of the JROTC leadership and citizenship program is female Cadets. Female Cadets make up 40% of the Cadet population. The JROTC faculty is led by nearly 4,000 instructors who are retired from active duty, reserve duty, or National Guard Army service. Instructors are trained and qualified in accordance with the National Defense Authorization Act 2007 to teach and mentor approximately 314,000 JROTC Cadets annually.

### JROTC Co-Curricular Activities

Cadets participate in a myriad of co-curricular activities to demonstrate their attainment of lesson outcomes. Some of these activities include precision and exhibition military drill competitions, air rifle competitions (optional), Raider Challenge competitions, JROTC Leadership and Academic Bowl (JLAB), Science, Technology, Engineering, and Mathematics (STEM) Camp, and a physical fitness competition known as JROTC Cadet Leadership Challenge (JCLC). Cadets who complete 4 years of JROTC co-curricular activities and its challenging curriculum will be more college and/or career ready.

### National Impact

Arguably, JROTC is one of the most successful and significantly impactful youth-oriented programs in American history. As educators and others measure success, we have identified five Quality Indicators used to measure the effectiveness of the program in high schools. These five Quality Indicators are attendance, graduation, indiscipline, drop-out rate, and GPA. JROTC exceeds schools' averages in each of these categories:

CATEGORY	SCHOOL	JROTC
Attendance	90.29%	93.54%
Graduation	83%	93.98%
Indiscipline	5.2%	1.7%
Dropout	8%	<1%
GPA	2.72	2.91

## ARMY JUNIOR ROTC PROGRAM

### **Army: Leadership Education and Training 1**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1801300

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (JROTC). The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

### **Army: Leadership Education and Training 2**

Prerequisites: Army: Leadership Education and Training 1

Grades: 9-12

Length: 1 Year

Course #: 1801310

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

### **Army: Leadership Education and Training 3**

Prerequisites: Army: Leadership Education and Training 2

Grades: 9-12

Length: 1 Year

Course #: 1801320

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

## ARMY JUNIOR ROTC PROGRAM

### **Army: Leadership Education and Training 4**

Prerequisites: Army: Leadership Education and Training 3

Grades: 9-12

Length: 1 Year

Course #: 1801330

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

### **Leadership Education 1**

Prerequisites: Army: Leadership Education and Training 1

Grades: 9-12

Length: 1 Year

Course #: 1800400

### **Leadership Education 2**

Prerequisites: Leadership Education 1

Grades: 9-12

Length: 1 Year

Course #: 1800410

Teaching from a well-written, grade-level textbook 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).

# GRADUATION REQUIREMENTS—Students Entering Grade 9 Prior to 2023-2024



## Academic Advisement Students Entering Grade 9 Prior to 2023-2024

### What Students and Parents Need to Know

#### What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway

(See section [s.] [1003.4282](#), Florida Statutes [F.S.])

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade\*:

- Algebra 1
- Geometry
- Biology
- U.S. History

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

#### What is the difference between the 18-credit ACCEL option and the 24-credit option?

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

#### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

### 24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement</li> </ul>
4 Credits Mathematics*
<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> <li>• An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
3 Credits Science*
<ul style="list-style-type: none"> <li>• One of which must be Biology, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**</li> <li>• An identified computer science*** credit may substitute for up to one science credit (except for Biology)</li> </ul>
3 Credits Social Studies
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
8 Elective Credits
<p>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</p>

\*Eligible courses are specified in the Florida Course Code Directory.

\*\*Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

\*\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.



# GRADUATION REQUIREMENTS—Students Entering Grade 9 in 2023-2024 and Thereafter



## Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

### What Students and Parents Need to Know

#### What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.] )

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade\*:

- Algebra 1
- Geometry
- Biology
- U.S. History

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

#### What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

#### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

### 24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement</li> </ul>
4 Credits Mathematics*
<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> <li>• An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
3 Credits Science*
<ul style="list-style-type: none"> <li>• One of which must be Biology, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**</li> <li>• An identified computer science*** credit may substitute for up to one science credit (except for Biology)</li> </ul>
3 Credits Social Studies
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
7.5 Elective Credits
<p>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</p>

\*Eligible courses are specified in the [Florida Course Code Directory](#).

\*\*[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

\*\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

\*\*\*\*This requirement was added for students entering grade nine 2023-2024 and thereafter.

# GRADUATION REQUIREMENTS

## Academic Advisement Students Entering Grade 9 Prior to 2023-2024 What Students and Parents Need to Know



### Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

**\*\*Special note:** A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

### Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

### What is CAP?

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

- Algebra 1
- Geometry
- Biology
- U.S. History

### What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

### State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

### Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or 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.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.



# SELF-CREDIT CHECK—Students Entering Grade 9 Prior to 2023-2024

Students entering Grade 9  
prior to 2023-2024

## NORTHEAST HIGH SCHOOL Graduation Requirements Student Self-Credit Check

Current GPA: \_\_\_\_\_  
You need >2.0 GPA to graduate

Student Name \_\_\_\_\_

### ENGLISH (4 required) S1 Grade S2 Grade

1.		
2.		
3.		
4.		

### MATH (4 required) S1 Grade S2 Grade

1. Algebra 1		
2. Geometry		
3.		
4.		

Algebra 1 and Geometry are required to be 2 out of your 4 Math credits.

### SOCIAL STUDIES (3 required) S1 Grade S2 Grade

1. World Hist		
2. U.S. Hist		
3. U.S. Govt (1 semester)		
4. Econ (1 semester)		

All of these Social Studies classes are required for graduation.

### SCIENCE (3 required) S1 Grade S2 Grade

1. Biology		
2.		
3.		

Biology is required to be 1 of your 3 Science credits.

### OTHER S1 Grade S2 Grade

HOPE		
Art Credit		

Art equals Fine and Performing Arts, Speech and Debate, Career and Technical Education or Practical Arts.

### WORLD LANGUAGE S1 Grade S2 Grade

1.		
2.		

World Language credits are NOT required to graduate. However, at least 2 consecutive years of the same Language are usually required for admittance into a 4 year University and for Bright Futures Requirements.

### STATE ASSESSMENTS

Algebra 1 EOC - Score of 3 or better?	YES	NO
Concordant Scores	SAT Math(420) _____ ACT Math(16) _____	
	CLT Quantitative Reasoning (11) _____	
	PSAT M(430) _____ Geo EOC (499) _____	
10th Gr. Reading - Score of 3 or better?	YES	NO
Concordant Scores	CLT VR and G/W sum (36) _____	
	SAT Ev.-Based R and W (480) _____	
	ACT Eng/Read Average (18) _____	

You must take and pass the Algebra 1 EOC and the 10th Grade FAST Reading test with a score of 3 or better. If you do not, then you must take the ACT, SAT, or PSAT/NMSQT and earn one of these qualifying Concordant Scores.

### ELECTIVES (8 required) S1 Grade S2 Grade

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Dual Enrollment Eligibility	List your DE Eligibility here: R _____ W _____ M _____ >3.0 GPA: _____ SPC ID: _____
-----------------------------	--

You must have the qualifying Reading, Writing, and Math PERT scores in order to be eligible for Dual Enrollment classes. You must also apply for an SPC ID. You must qualify for dual enrollment before the end of the school year.

Revised 11/16/2023

College and Career Readiness	Have you passed an AP Test? _____ Have you taken a DE Course? _____ Do you have an Industry Cert? _____
------------------------------	---

It is highly recommended each student either pass an AP test, take a Dual Enrollment Course, or earn a full Industry Certification before graduating.

# SELF-CREDIT CHECK—Students Entering Grade 9 in 2023-2024 and Thereafter

Students entering Grade 9 in  
2023-2024 and Thereafter

## NORTHEAST HIGH SCHOOL Graduation Requirements Student Self-Credit Check

Current GPA: \_\_\_\_\_  
You need >2.0 GPA to graduate

Student Name \_\_\_\_\_

### ENGLISH (4 required) S1 Grade S2 Grade

1.		
2.		
3.		
4.		

### MATH (4 required) S1 Grade S2 Grade

1. Algebra 1		
2. Geometry		
3.		
4.		

Algebra 1 and Geometry are required to be 2 out of your 4 Math credits.

### SOCIAL STUDIES (3 required) S1 Grade S2 Grade

1. World Hist		
2. U.S. Hist		
3. U.S. Govt (.5)		
4. Econ (.5)		

All of these Social Studies classes are required for graduation.

### SCIENCE (3 required) S1 Grade S2 Grade

1. Biology		
2.		
3.		

Biology is required to be 1 of your 3 Science credits.

### OTHER S1 Grade S2 Grade

Art Credit		
Personal Financial Literacy (.5)		
HOPE		

Art equals Fine and Performing Arts, Speech and Debate, Career and Technical Education or Practical Arts.

### WORLD LANGUAGE S1 Grade S2 Grade

1.		
2.		

World Language credits are NOT required to graduate. However, at least 2 consecutive years of the same Language are usually required for admittance into a 4 year University and for Bright Futures Requirements.

### STATE ASSESSMENTS

Algebra 1 EOC - Score of 3 or better?	YES	NO
Concordant SAT Math(420)_____ ACT Math(16)_____		
Scores CLT Quantitative Reasoning (11) _____		
PSAT M(430)_____ Geo EOC (499)_____		
10th Gr. Reading - Score of 3 or better?	YES	NO
Concordant CLT VR and G/W sum (36) _____		
Scores SAT Ev.-Based R and W (480)_____		
ACT Eng/Read Average (18)_____		

You must take and pass the Algebra 1 EOC and the 10th Grade FAST Reading test with a score of 3 or better. If you do not, then you must take the ACT, SAT, or PSAT/NMSQT and earn one of these qualifying Concordant Scores.

Dual Enrollment Eligibility	List your DE Eligibility here: R_____ W_____ M_____ >3.0 GPA:_____ SPC ID:_____
-----------------------------	---

You must have the qualifying Reading, Writing, and Math PERT scores in order to be eligible for Dual Enrollment classes. You must also apply for an SPC ID. You must qualify for dual enrollment before the end of the school year.

### ELECTIVES (7.5 required) S1 Grade S2 Grade

1.		
2.		
3.		
4.		
5.		
6.		
7.		
7.5		

College and Career Readiness	Have you passed an AP Test? _____ Have you taken a DE Course? _____ Do you have an Industry Cert? _____
------------------------------	---

It is highly recommended each student either pass an AP test, take a Dual Enrollment Course, or earn a full Industry Certification before graduating.

## PINELLAS PATHWAYS TO GRADUATION



Students who earn a high school diploma can also earn diploma seals: a Scholar designation or a Merit designation. Students will also have the opportunity to earn Pinellas County Schools Advanced Scholar designation. Students may earn any or all of these designations, but they are not required.

**State “Scholar” Designation**—In addition to the requirements for a standard diploma, students seeking a state Scholar designation must satisfy specific course and testing requirements:

### **Mathematics**

- Earn one credit in Algebra II
- Earn one credit in statistics or an equally rigorous course
- Students who entered grade 9 in the 2014-2015 school year or later, will also need to pass the statewide, standardized Geometry assessment.

### **Science**

- Pass the statewide, standardized Biology I EOC assessment
- Earn one credit in chemistry or physics
- Earn one credit in a course equally rigorous to chemistry or physics
- A student enrolled in an Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit will meet the requirement without having to take the Biology I EOC assessment.

### **Social studies**

- Pass the statewide, standardized United States History EOC assessment
- A student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit will meet this requirement without having to take the United States History EOC assessment.

### **Foreign language**

- Earn two credits in the same foreign language

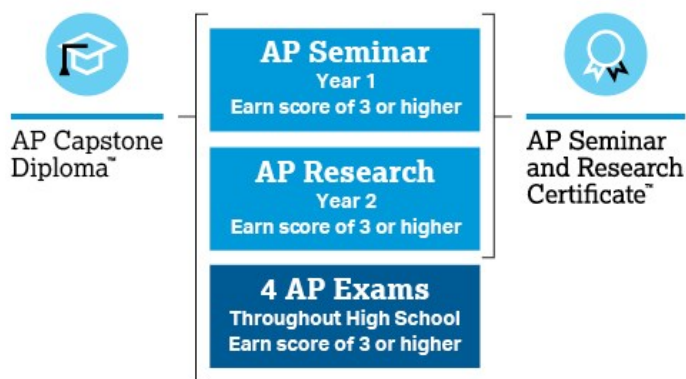
### **Electives**

- Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

**State “Merit” Designation**—Students seeking a state Merit designation must earn one or more industry certifications from a list approved by the state.

**Pinellas “Advanced Scholar” Designation**—Students who meet all of the requirements for the state's Scholar diploma designation and earn a score of 3 or better on three Advanced Placement examinations will be eligible for the district's Advanced Scholar seal. They will also be eligible for recognition by the College Board.

## AP CAPSTONE DIPLOMA



**AP Capstone™** is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research.

In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking.

Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components plus an end-of-course exam (for AP Seminar only).

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the **AP Capstone Diploma™**. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the **AP Seminar and Research Certificate™**.

Note: the AP Capstone Diploma and AP Seminar and Research Certificate are reported to colleges and universities as AP Scholar Awards and appear in Scholar Roster reports.

## TESTING INFORMATION



Four-year colleges may require [ACT testing](#) for students who are applying as freshmen directly from high school. Subject tests are offered for students who may choose to apply for a specific program or college that encourages it or if students test better by subject.

**AP**

Every student that takes an AP course will also take the national [AP Exam](#) at no charge. Colleges and universities often award college credit for AP exam scores of 3, 4, or 5 on a scale of 1 through 5.



The [ASVAB Career Exploration Program](#) includes a multiple-aptitude test battery that measures developed abilities and helps predict future academic and occupational success, and an interest inventory, complemented by a thorough occupational database, and compiles career information from a variety of reliable sources to present students with all of their options so they can make a realistic plan for life after high school.



[EOC assessments](#) are computer-based, criterion-referenced assessments that measure the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, Florida Standards, or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in their course descriptions.

All students completing Algebra 1 or Geometry courses in 2022-23 and beyond will take the B.E.S.T. EOC assessment. The science and social studies NGSSS EOC assessments (Biology 1, Civics, and U.S. History) will continue to be administered for students completing applicable courses.



Beginning with the 2022–23 school year, Florida’s statewide, standardized assessments in Reading, Writing, and Mathematics will be aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.). The [Florida Assessment of Student Thinking](#) (FAST), which includes VPK through grade 10 Reading and VPK through grade 8 Mathematics assessments, will be administered as a progress monitoring assessment, which students will participate in three times per year.



The [Postsecondary Education Readiness Test](#) (PERT) is the placement test Florida uses to determine whether students are ready for college-level course work. Consists of three sections: Reading, Writing, and Mathematics.



All 9th and 10th grade students take the [PSAT](#) in October. Students who participate in these school-day assessments can access results that include each question with the correct answer and their own answer, which allows students to see the types of questions they mastered and which formats or topics they need to continue to practice. 11th grade students should opt-in to test. By taking the PSAT/NMSQT as a junior, students may meet the requirements to enter the National Merit® Scholarship Program, an academic competition for recognition and scholarships.



The [SAT School Day](#) is administered to all Juniors in March each year, when students take the SAT on a school day, funded by Pinellas County Schools. In addition to taking the SAT on a school day during the spring of their junior year, students are also provided the opportunity to opt-in for an additional SAT in the fall of their Senior year.

## COLLEGE PLANNING

There are numerous resources for parents and students to examine when planning for college. Parents and students are advised to visit the Financial Aid section of the Pinellas County School website: <http://www.pinellas.k12.fl.us> for the most up to date information. This page includes scholarship information along with links to state and national financial aid programs.

## DUAL ENROLLMENT



High school students attending [Pinellas Technical College](#) (PTC) have the opportunity to be dual enrolled in post-secondary courses, tuition free! These courses give students credits toward a high school diploma and a career technical certificate. Hours completed at PTC may also transfer as credit hours to local and state colleges. Courses are available on both the Clearwater and St. Petersburg PTC campuses.

**WHO IS ELIGIBLE?** - Students must be a Junior or Senior and, at minimum, 16 years of age, has taken the required Basic Skills Assessment, and has met the GPA requirement.

### WHAT'S REQUIRED TO ENROLL?

- A 2.0 unweighted cumulative GPA; Medical/Health Science programs require a GPA of 2.5
- A minimum of 7 high school credits
- Take a College Placement Test (PERT) or PSAT/SAT/ACT, there is NO minimum required score
- Has the approval of their High School Counselor and Parent/Guardian

**To remain in the Dual Enrollment program, you must maintain a high school GPA of 2.0 and a 2.0 GPA in the technical program (or 2.5 GPA for Medical/Health Science programs).**



### EARN FREE COLLEGE CREDIT THROUGH DUAL ENROLLMENT!

Through this part-time program, students can take college courses at [SPC](#) or their high school and earn credits toward high school graduation requirements and a college degree. There is no cost for application, tuition, or required textbooks for Pinellas County students.

**WHO IS ELIGIBLE?** - Students enrolled in grades 6-12 in Pinellas County public schools, private schools and home-education programs, and who meet the qualifying high school GPA and College Placement Test score requirements.

### WHAT'S REQUIRED TO ENROLL?

- A 3.0 unweighted cumulative GPA
- Satisfactory scores on the College Placement Test.
- Search for classes – Work with your counselor to complete the permission form.
- Transportation to classes at SPC.

**To remain in the Dual Enrollment program, you must maintain a high school GPA of 3.0 and college GPA of 2.0.**



## ST. PETERSBURG COLLEGE: EARLY COLLEGE PROGRAM

### EARN YOUR HIGH SCHOOL DIPLOMA AND AN A.A. DEGREE!

This full-time program allows students to spend their high school junior and senior years attending all classes at SPC campuses. Here, they work toward simultaneously earning a high school diploma from their assigned school and an Associate in Arts degree from SPC. There is no cost for application, tuition, or required textbooks. Students attend all classes at St. Petersburg College campuses and follow the SPC academic calendar. Enrollment is capped at 125 students (including juniors and seniors) per campus – Clearwater, Seminole and Tarpon Springs.

**WHO IS ELIGIBLE?** - Students who live in Pinellas County and are entering 11th grade and who meet the qualifying high school GPA and College Placement Test score requirements

### **WHAT'S REQUIRED TO ENROLL?**

- All requirements necessary for Dual Enrollment Eligibility
- Completion of the HOPE, Biology, Geometry and World History graduation requirements.
- Completion and submission of the Early College Program Application and current transcripts.
- Enrollment in a minimum of 15 credit hours each term

Early College students no longer attend classes at their high school, but remain enrolled in their assigned high school and can participate in the school's extracurricular activities while taking classes at SPC.

## ST. PETERSBURG COLLEGE: EARLY ADMISSION PROGRAM

### SPEND YOUR HIGH SCHOOL SENIOR YEAR AS A FULL-TIME SPC STUDENT!

This full-time program offers students the chance to spend their senior year attending all of their classes at SPC campuses, where they can complete high school graduation requirements while earning credits toward a college degree. There is no cost for application, tuition, or required textbooks. Early Admission students must be enrolled in a Pinellas County public high school for the entire second semester of their junior year to be eligible.

**WHO'S ELIGIBLE?** - Students who have completed three years of high school with a minimum of 18 credits earned, and who meet the qualifying high school GPA and College Placement Test score requirements.

### **WHAT'S REQUIRED TO ENROLL?**

- All requirements necessary for Early College Eligibility
- All standardized state assessment graduation requirements met.
- Completion and submission of the Application for Early Admission to College form and current transcripts.

Early Admission students no longer attend classes at their high school, but remain enrolled in their assigned high school and can participate in the school's extracurricular activities while taking classes at SPC. Admission is limited at each campus - Clearwater, St. Petersburg/Gibbs, Seminole and Tarpon Springs Campuses. There is no cost for application, tuition or textbooks. Students follow the SPC academic calendar.

# ST. PETERSBURG COLLEGE: COLLEGE CREDIT OPTIONS FOR HIGH SCHOOL STUDENTS

## College Credit Options for High School Students

	DUAL ENROLLMENT	EARLY COLLEGE	EARLY ADMISSION
<b>Grade Level</b>	Enrolled in grades 6-12 (Pinellas County public school students need special permission prior to 11th grade.)	Entering Grade 11	Entering Grade 12 (Pinellas County public school students only)
<b>Academics</b> Unweighted GPA	High school GPA of 3.0+ (academic) or 2.0+ (career) and qualifying test scores	High school GPA of 3.0+ (academic) and qualifying test scores	High school GPA of 3.0+ (academic) and qualifying test scores
<b>Full/Part-Time Status</b>	Part-time	Full-time	Full-time
<b>Location of Classes</b>	Select SPC campuses or high school campus	SPC Clearwater, Seminole, and Tarpon Springs campuses	SPC Clearwater, Seminole, St. Petersburg/Gibbs, and Tarpon Springs campuses
<b>Application Deadline</b>	None	Priority Application Deadline: Check SPC website for details. Final Application Deadline: February 10, 2024	
<b>Permission from High School</b>	Yes	No	Yes
<b>Computerized Random Lottery</b>	No	Yes	Yes
<b>Limited Enrollment</b>	No	Yes	Yes
<b>Cost of Tuition Covered</b>	Yes	Yes	Yes
<b>Completion of HS Diploma and/or A.A. degree</b>	No	Yes	Dependent upon prior college credit
<b>Academic Coach/Support</b>	No	Yes	Yes
<b>Course Requirements to be Eligible</b>	None	World History, Biology, Geometry and HOPE to be completed prior to starting ECP. (Contact ECP office for specific deadline.)	World History, Biology, Geometry and HOPE to be completed by end of 11 <sup>th</sup> grade year. (Refer to EA application for specific deadline.) NOTE: All state assessment graduation requirements must be met to apply.

September 2023

# ST. PETERSBURG COLLEGE: COLLEGE PLACEMENT TEST SCORE TABLE

SPC uses the highest scores from the PERT, Accuplacer, SAT, ACT, and CLT administered within the last two years. Scores used for course placement <b>must be less than two years old</b> . <b>Note:</b> All Dual Enrollment students must have a full battery of test scores on record in the SPC system, whether or not the course requires minimum qualifying scores.			
<b>Dual Enrollment (DE)</b> - Qualifying scores needed only in the subject area of chosen course; however, all subtests must be taken			
<b>Early College Program (ECP)</b> - Qualifying scores needed in all areas			
<b>Early Admission (EA)</b> - Qualifying scores needed in all areas			
<b>PERT</b>	<b>Reading subtest</b>	<b>106+</b>	Minimum Reading <b>and</b> Writing scores required for courses with the following prefixes: ENC, PSY, AMH, LIT, PHI, POS, SYG
	<b>Writing subtest</b>	<b>103+</b>	Only minimum writing scores required for: HUM, REL and SPC
	<b>Math subtest</b>	<b>114-122</b>	These scores permit entry into: MAT 1033, MGF 1106/1107
		<b>123-150</b>	These scores permit entry into: MAC 1105, MGF 1106, MGF 1107 or STA 2023
<b>PSAT</b>	<b>Reading subtest</b>	<b>24+</b>	PSAT scores may be used in place of CPT-PERT/Accuplacer scores
	<b>Writing subtest</b>	<b>25+</b>	
	<b>Math subtest</b>	<b>24+</b>	These scores permit entry into: MAT 1033 <i>Further testing necessary for entry into: MAC 1105, MGF 1106, MGF 1107 or STA 2023</i>
<b>PSAT Digital</b>	<b>Reading &amp; Writing</b>	<b>490</b>	PSAT scores may be used in place of CPT-PERT/Accuplacer scores
	<b>Math subtest</b>	<b>480</b>	These scores permit entry into: MAT 1033 <i>Further testing necessary for entry into: MAC 1105, MGF 1106, MGF 1107 or STA 2023</i>
<b>ACCUPLACER</b> <i>For higher level math placement</i>	<b>Next Generation Advanced Algebra and Functions</b>	<b>200</b>	These scores permit entry into: MAC 1105, MGF 1106, MGF 1107, or STA 2023
		<b>250</b>	MAC 1114, MAC 1140, MAC 2233
		<b>263</b>	MAC 1147
		<b>276</b>	MAC 2311
<b>SAT</b>	<b>Reading</b>	<b>24+</b>	SATRD scores may be used in place of CPT-PERT/Accuplacer scores
	<b>Writing</b>	<b>25+</b>	
	<b>Math</b>	<b>24</b>	These scores permit entry into: MAT 1033
		<b>27.5</b>	MAC 1105, MGF 1106, MGF 1107 or STA 2023
		<b>29.5</b>	MAC 1114, MAC 1140 & MAC 2233
		<b>35</b>	MAC 1147
<b>Digital SAT</b>	<b>Reading &amp; Writing</b>	<b>490</b>	SAT scores may be used in place of CPT-PERT/Accuplacer scores
	<b>Math subtest</b>	<b>480</b>	These scores permit entry into: MAT 1033
<b>ACT</b>	<b>Reading</b>	<b>19+</b>	ACT scores may be used in place of CPT-PERT/Accuplacer scores
	<b>English</b>	<b>17+</b>	
	<b>Math</b>	<b>19</b>	These scores permit entry into: MAT 1033 Intermediate Algebra
		<b>21</b>	MAC 1105, MGF 1106, MGF 1107 or STA 2023
		<b>24</b>	MAC 1114, MAC 1140 & MAC 2233
		<b>27</b>	MAC 1147
		<b>29</b>	MAC 2311
<b>CLT</b>	<b>Verbal Reasoning &amp; Writing</b>	<b>38</b>	CLT scores may be used in place of CPT-PERT/Accuplacer scores
	<b>Quantitative Reasoning</b>	<b>16</b>	These scores permit entry into: MAT 1033 <i>Further testing necessary for entry into: MAC 1105, MGF 1106, MGF 1107 or STA 2023</i>

## FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

### General Requirements

- Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution.
- Complete the FFAA no later than August 31 after high school graduation.
- Earn a standard Florida high school diploma, or its equivalent, from a Florida public high school or a registered Florida Department of Education (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 six 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 five years of high school graduation to have your award reinstated.
  - (Please refer to 'Reinstatement Requirements' section of Chapter 3 for more information regarding the reinstatement process.)
  - (Please refer to the 'Deferment of the Scholarship' section at the end of this chapter concerning students who enlist in the military or engage in a full-time religious or service obligation after graduation.)

### Mid-Year Graduates

A mid-year graduate is a student who graduates between September 1 and January 31 of an academic year and seeks funding for the spring academic term following graduation. Students who graduate early but do not seek funding until the next academic year are not considered mid-year graduates for Bright Futures.

The student graduating early and seeking funding for the spring term must submit FFAA by December 31 of the student's high school senior year. There are NO EXCEPTIONS to this application deadline. The student must meet the scholarship requirements in effect for the academic year in which he/she graduates. (Example: A December 2021 graduate must meet the 2021-22 scholarship eligibility requirements as well as the general program requirements as outlined earlier in this document.)

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

If determined eligible as a mid-year graduate, a student may receive funding for the spring term, if enrolled. These students will be evaluated for renewal of their scholarships at the end of the next academic year of funding.

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

<https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>

## FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

### Florida Academic Scholars (FAS) / Florida Medallion Scholars (FMS)

#### Specific Requirements for Scholarships

##### Florida Academic Scholars (FAS)

##### Florida Medallion Scholars (FMS)

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 standard Florida high school 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 if specific conditions are met (see the Out-of-State (OOS) guide referenced here for additional details – [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®, CLT®, or SAT® college entrance exam. Tests accepted through August 31 of high school graduation year;
- Complete the required number of volunteer service, paid work hours, or the combination of 100 total hours; and
- Submit an FFAA no later than August 31 after high school graduation.

Type	16 High School Course Credits <sup>1</sup>	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT®/CLT®/SAT®)	Volunteer Service Only	Paid Work Hours Only	Combination of Volunteer/ Paid Hours
<b>FAS</b>	4 - English <i>(three must include substantial writing)</i> 4 - Mathematics <i>(at or above the Algebra I level)</i> 3 - Natural Science <i>(two must have substantial laboratory)</i>	3.50	2024-25 Graduates: 29/96/1340  2025-26 Graduates: 29/95/1330	100 hours	100 hours	100 hours
<b>FMS</b>	3 - Social Science 2 - Foreign/World Language <i>(sequential, in same language)</i>	3.00	2024-25 Graduates: 25/84/1210  2025-26 Graduates: 24/82/1190	75 hours	100 hours	100 hours

<sup>1</sup> The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002. Additional information regarding high school coursework can be found within the [Florida Counseling for Future Education Handbook](#).



# FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

## Florida Gold Seal CAPE Scholars (GSC)

### Florida Bright Futures Scholarship Program Florida Gold Seal CAPE Scholars (GSC) 2023-24

#### **Initial Eligibility Requirements:** (As determined by the Florida Department of Education.)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate with a standard high school diploma or its equivalent.
3. Earn a minimum of 5 postsecondary credit hours through CAPE industry certifications that articulate for college credit.
4. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours.

Eligible CAPE Certifications: Active Articulation Agreements Summary  
[www.fldoe.org/core/fileparse.php/7525/urlt/active-articulation-summary.xlsx](http://www.fldoe.org/core/fileparse.php/7525/urlt/active-articulation-summary.xlsx)

#### **Requirements to Receive an Award:** (As determined by your postsecondary institution.)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

#### **Scholarship Restrictions:**

Until a student has earned an eligible associate degree, Gold Seal CAPE (GSC) scholarships may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program.

Upon completion of an eligible associate degree program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward an eligible baccalaureate degree.

#### **Renewal Requirements:** (As determined by grade and hours submitted by your postsecondary institution.)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. Students must maintain a minimum cumulative 2.75 GPA (unrounded and unweighted).

For detailed information, please refer to the [Bright Futures Student Handbook](#).

**Eligibility requirements are subject to change with each legislative session.**

Students are responsible for tracking their application and award status online and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.



# FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

## Florida Gold Seal Vocational Scholars (GSV)

### Florida Bright Futures Scholarship Program Florida Gold Seal Vocational Scholars (GSV) 2023-24

#### **Initial Eligibility Requirements:** (As determined by the Florida Department of Education.)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate with a standard Florida high school diploma or its equivalent.
3. Achieve the required weighted 3.0 GPA in the non-elective high school courses.
4. Complete at least 3 full credits in a single Career and Technical Education program.
5. Achieve the required minimum 3.5 unweighted GPA in the single Career and Technical Education program.
6. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours.
7. Achieve the required minimum scores on one of the college entrance exams per the chart below no later than August 31 of the year the student graduates from high school.

Exam Type	Sub-test	Required Score
ACT*	Reading	19
	English	17
	Mathematics	19
SAT*	Reading Test	24
	Writing and Language Test	25
	Math Test	24
Postsecondary Education Readiness Test (PERT)	Reading	106
	Writing	103
	Mathematics	114

Required test scores follow those established by Rule [6A-10.0315](#), Florida Administrative Code.

#### **Requirements to Receive an Award:** (As determined by your postsecondary institution.)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

#### **Scholarship Restrictions:**

The GSV award may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program and not towards the completion of an associate in arts or a baccalaureate degree.

#### **Renewal Requirements:** (As determined by grade and hours submitted by your postsecondary institution.)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. Students must maintain a minimum cumulative 2.75 GPA (unrounded and unweighted).

For detailed information, please refer to the [Bright Futures Student Handbook](#).

Eligibility requirements are subject to change with each legislative session.

Students are responsible for tracking their application and award status online and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

Last updated: July 2023

## NATIONAL MERIT SCHOLARSHIP PROGRAM

### *National Merit® Scholarship Program*

The [National Merit® Scholarship Program](#) is an academic competition for recognition and scholarships that began in 1955. Approximately 1.5 million high school students enter the program each year. Of the 1.5 million entrants, some 50,000 with the highest PSAT/NMSQT® Selection Index scores (calculated by doubling the sum of the Reading, Writing and Language, and Math Test scores) qualify for recognition in the National Merit Scholarship Program.

High School students who meet published [program entry and participation requirements](#) enter the National Merit Scholarship Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) at the specified time in the high school program, usually as juniors. Each year's PSAT/NMSQT is the qualifying test designated for entry to a particular year's competition. For example, the 2021 PSAT/NMSQT is the qualifying test for entry to the competition for scholarships to be awarded in 2023.

On test day, students are asked some questions to determine entry to the National Merit Scholarship Program. To participate in the National Merit Scholarship Program, a student must:

1. take the PSAT/NMSQT in the specified year of the high school program and no later than the third year in grades 9 through 12, regardless of grade classification or educational pattern;
2. be enrolled as a high school student (traditional or homeschooled), progressing normally toward graduation or completion of high school, and planning to accept admission to college no later than the fall following completion of high school; and
3. attend high school in the United States, the District of Columbia, or U.S. commonwealth and territory; or meet the citizenship requirements for students attending high school outside the United States.

Merit Scholarship awards are of three types:

- **National Merit® \$2500 Scholarships**  
Every Finalist competes for these single-payment scholarships, which are awarded on a state-representational basis. Winners are selected by a committee of college admission officers and high school counselors without consideration of family financial circumstances, college choice, or major and career plans.
- **[Corporate-sponsored Merit Scholarship awards](#)**  
Corporate sponsors designate their awards for children of their employees or members, for residents of a community where a company has operations, or for Finalists with career plans the sponsor wishes to encourage. These scholarships may either be renewable for four years of undergraduate study or one-time awards.
- **[College-sponsored Merit Scholarship awards](#)**  
Officials of each sponsor college select winners of their awards from Finalists who have been accepted for admission and have informed NMSC by the published deadlines that the sponsor college or university is their first choice. These awards are renewable for up to four years of undergraduate study. The published deadlines for reporting a sponsor college as first choice can be viewed on page 4 of the [Requirements and Instructions for Semifinalists in the 2023 National Merit® Scholarship Program](#). (Adobe Acrobat Reader is required.)

More information about the PSAT/NMSQT® and National Merit Scholarship Corporation can be found in the [PSAT/NMSQT® Student Guide](#) sent to high schools for distribution to students before the test. The NMSC section gives requirements for entry to the National Merit Scholarship Program, explains steps in the competition, and describes groups of students honored and scholarships offered. The Test-Taking Help section provides important information about the PSAT/NMSQT, including test regulations, sample test questions with directions and tips for answering them, and a pull-out practice test for self-scoring. College Board, which cosponsors the test, provides more test-taking information at [collegeboard.org](https://collegeboard.org).

## GUIDANCE DEPARTMENT INFORMATION

The [Northeast High School Counseling Team](#) strongly encourages active parent and student involvement in the preparation of lifetime goals. All parents are encouraged to sign up and use Portal. Use of this service, combined with communication with the Guidance Department enables you and your student to have the most up-to-date information on educational issues throughout a student's high school career. College search, application assistance, SAT and ACT registration, financial aid information and scholarship applications are available for college-bound students.

## STUDENT SERVICES

Pinellas County Schools [Student Services Department](#) is designed to provide an interrelated system of support to students, schools, families, and communities to ensure sustainable student success. The department consists of [504 Compliance](#), [Financial Aid & Scholarships](#), [K-12 School Counseling](#), [Mental Wellness](#), [Multi-Tiered System of Supports](#), [Prevention Office](#), [Psychological Services](#), [School Health Services \(Nursing\)](#), and [School Social Work](#). For more information about any of these services, please contact the Guidance Office at (727) 570-3138 Ext. 2060.

## ACADEMIC ADVISING

- |  |  |
|--|--|
| 1. Schedule questions and Schedule changes                     | 6. Referrals for Credit Recovery after school or Summer School |
| 2. Class Options and Planning Classes for the next school year | 7. Other Non-Traditional Academic Programs                     |
| 3. Diploma Requirements and progress toward Graduation         | 8. Post-Secondary Options                                      |
| 4. Enrolling in Online Classes                                 | 9. College Entrance Exam Information                           |
| 5. Registering for Dual Enrollment classes                     | 10. How to Apply to Colleges and Financial Aid/Scholarships    |

## HIGH SCHOOL COUNSELOR ANNUAL CALENDAR OF ACTIVITIES

**August**—Freshman Orientation, Senior Seminars, Senior Naviance Lessons, Credit Check Conferences

**September**—Freshman Seminars, Freshman Naviance Lessons, Senior Parent Meeting, Financial Aid Night

**October**—PSAT for 9th/10th/11th grade students, SAT for Seniors, FAFSA Completion Night, College Application Week

**November**—Sophomore Seminars, Sophomore Naviance Lessons, Junior Seminars, Junior Naviance Lessons, ASVAB

**December**—Senior Scholarship Application Completion

**January**—Senior Graduation Checks

**February**—9th/10th/11th grade Registration for subsequent school year

**March**—SAT for Juniors, Middle School Visits for rising 9th grade course selection

**April**—Senior Survey, Decision Day

**May**—AP Exams, Senior Graduation

## GRADUATION OPTIONS

Any student not declaring a graduation option will be assumed to have chosen the standard four-year path. Any student who is interested in pursuing a three- year path must have a level three or higher on the FAST Reading and Math and must declare intention to graduate early at freshman registration. Consult your counselor for more information.

## VALEDICTORIAN & SALUTATORIAN

Each high school will identify a valedictorian and salutatorian based on class rank. For the purpose of determining the valedictorian and salutatorian a graduating 12th grader may drop high school 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. Final results are based on cumulative weighted grade point average (not rounded) after seven terms (semesters). Such selection does not provide that the students will address the graduating class. The choice of graduation speakers 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. Students enrolled in the SPC Early College or Early Admission Programs are not eligible for valedictorian or salutatorian.

## 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 top 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.

## NCAA

College-bound student-athletes preparing to enroll in a Division I or Division II school need to register with the NCAA Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework. Always refer to [NCAA.org](http://NCAA.org) for the most up to date information.

## REGISTRATION

The registration process for enrolled students begins in February when students, with guidance from their counselors, complete course selection. Students and parents/guardians can then view the requests on Focus. Students have several opportunities and ample time to choose their classes for the upcoming year and to make changes to those choices. Students are able to change the courses requested until the last day of the school year.

### **CAN I GET A SCHEDULE CHANGE WHEN I GET MY SCHEDULE NEXT SCHOOL YEAR???**

Schedule changes will only be considered during the first week of each semester

#### **You CAN get a schedule change because:**

1. You do not meet requirements for the course
2. You need a different class for graduation requirements or for college admission
3. You have already taken the class

#### **You CANNOT get a schedule change because:**

1. You got a class you didn't request
2. You don't want to take a class you requested
3. You think the class will be too hard
4. You want a class in a different period
5. You want a class in a different semester
6. You want a different teacher
7. You want a different lunch

## TRANSCRIPTS

Northeast High School offers a full- service records department located in our Guidance building. We will assist new students in obtaining records from a previous school along with sending records to a school a student may be transferring to. We provide transcripts for all students applying to and entering college. Paper copies of transcripts are \$1 per copy, official or unofficial, and it usually takes about 24 hours for transcripts to process. For paper copies of transcripts, please contact the Guidance Office at (727) 570-3138 Ext. 2060.

## PARENT FOCUS PORTAL

Whether your student is having a positive or negative experience in school, it's important to monitor their progress frequently and to remain involved in their education. We highly encourage all our parents to utilize FOCUS and have parent accounts that allow you to remain up to date on grades, testing, and attendance at school. In order to have a [Parent Focus account](#) you must visit any PCS school and ask to apply for a Parent Login. Please bring any one of the following with you:

- Driver's License
- State ID card
- Tourist, Work, or Transit Visa
- Military ID Passport
- Green Card

Once you have applied, you will receive your username and password to log in to [Parent Portal](#).

## PARENT/TEACHER CONFERENCES

The teachers and staff at Northeast High School are dedicated to working together with families to ensure the success of all students. If you have concerns about your student's progress in a particular class, please contact the individual teacher by email. All [teacher emails](#) can be found on the NEHI website. The sooner contact with the teacher is made, the more time there will be to address concerns before the end of the grading period.

Should your student happen to be failing several classes and you would like a [Parent/Teacher Conference](#) with all of your student's teachers in one meeting, please contact your assigned counselor. The counselor will work with you to set up a date and time for the meeting, then make arrangements with the teachers to attend.

## COLLEGE AND CAREER CENTER

The [College and Career Centers](#) provide individualized and targeted assistance to navigate the college-going process. The College and Career Centers support students and families to access resources, explore opportunities and work collaboratively on:

- Career pathway and major exploration
- College exploration and match
- Application development and submission
- SAT/ACT preparation resources
- College Fair and admission events

Contact the College and Career Coordinator for more information: Sarah Alvarez, [Alvarezsa@pcsb.org](mailto:Alvarezsa@pcsb.org)

Visit the Northeast College and Career Center in Room 1-133.

# Northeast High School

## Academy Programs



**The Automotive Academy** combines technical, academic and workplace skills in an integrated curriculum in accordance with all National Automotive Technicians Education Foundation, Inc. (NATEF) guidelines. This program affords students the opportunity to achieve multiple ASE certifications. The academy is designed as a four-year course of study that prepares students for postsecondary education and/or career positions directly out of high school. As students in a college preparatory program, qualified students may be eligible for Gold Seal Scholarships and other industry-supported scholarships.



The purpose of the Northeast High School **Culinary Arts Academy** is to graduate students with developed character traits, acquired knowledge, necessary skills and the high values needed to be a successful contributor to our ever changing and increasingly demanding society. Our mission is to promote the interest and welfare of the high school students participating in the Culinary Arts program. Students will learn how to conduct themselves in a confident, professional and ethical manner, and will demonstrate procedures using basic and advanced knowledge related to the hospitality industry.



**Academy of Finance** students will engage in professional development during their four-year program, including classroom knowledge, work-based activities, shadowing, mentoring, and community engagement. Students will complete two academy courses each year, participate in FBLA (CTSO), paid internship opportunities, and earn industry certifications. Students will be guided by a collaborative network of teachers, mentors, and business professionals while incorporating rigorous industry standards and project-based learning that expand traditional classroom boundaries.



The **Academy of Information Technology (AOIT)** at Northeast High School combines hands-on technical training, academic course integration and project-based learning in order to respond to the need for a well-qualified, highly technical, analytical and educated local workforce. AOIT offers students a value-added program to enrich and complement the traditional high school experience. Students develop marketable technology skills embedded in their coursework, prepare themselves for the industry certifications, and prepare for postsecondary degrees for this high-wage career field.



The **Arts Academy** provides students an opportunity for self-expression through theater, music, and the visual and practical arts. Students explore and develop skills in theater, stagecraft, photography, studio art, and music while developing a deeper understanding and appreciation for the arts. The arts being hands-on, have immediate rewards, focus on positive achievements, develop concrete products and foster collaboration while providing many opportunities for students to demonstrate their skills through authentic performance. The arts enable students to grow in confidence and learn how to think positively about themselves and learning.



# Automotive Academy/Automotive Service Technology



The [Automotive Academy/Automotive Service Technology](#) program combines technical, academic and workplace skills in an integrated curriculum in accordance with all National Automotive Technicians Education Foundation, Inc. (NATEF) guidelines. This program affords students the opportunity to achieve multiple ASE certifications. The academy is designed as a four-year course of study that prepares students for postsecondary education and/or career positions directly out of high school. As students in a college preparatory program, qualified students may be eligible for Gold Seal Scholarships and other industry-supported scholarships.

The mission of the program is to train students for industry using proven, innovative, and accepted practices combined with related knowledge and skills. The program will encourage students who possess the drive and desire to succeed, to develop a rewarding career opportunity in the transportation industry. These programs consist of a planned sequence of courses that is based on the Automotive Service Excellence (A.S.E.) certification. Students who complete this course sequence will complete the [Automotive Service Technology 1](#) Program through Pinellas Technical College.

## Department Contacts

Mr. James Kavanaugh  
Email: [KavanaughJ@pcsb.org](mailto:KavanaughJ@pcsb.org)

Mr. Frederick Lawrence  
Email: [LawrenceF@pcsb.org](mailto:LawrenceF@pcsb.org)

## REQUIRED COURSES

### Automotive Maintenance & Light Repair 1

Prerequisites: None, must take in order  
Grades: 9-10  
Length: 1 Year  
Course #: 9504110

### Automotive Maintenance & Light Repair 2

Prerequisites: taken concurrently with Automotive Maintenance & Light Repair 1  
Grades: 9-10  
Length: 1 Year  
Course #: 9504120

Instruction includes introduction to the history, present day and the future of modern automobiles. The understanding of automotive terms and systems including their functions in motor vehicles. The students will be introduced to common shop tools, equipment and the safe proper use of them. They will learn to perform vehicle maintenance, inspections, and light vehicle repairs along with wheel and tire services. The students will also be introduced to electrical system basics, wiring schematics, meter usage and fundamentals of troubleshooting electrical circuits. As part of this course students will have a better understanding of OSHA, proper handling and disposal of chemicals or hazardous materials used in a shop environment. Heavy focus on personal and shop safety procedures includes the use of PPE (personal protective equipment). Students will increase their proficiency in soft skills with employability skills emphasized. *Together, these two courses make up the **AER0014 Automotive Services Assistor** course through Pinellas Technical College.*

### Automotive Heating and Air-Conditioning Technician

Prerequisites: Automotive Maintenance & Light Repair 1 and 2  
Grades:  
Length: 1 Year  
Course #: 9504120

# Automotive Academy/Automotive Service Technology

## Brake Systems Technician

Prerequisites: Automotive Maintenance & Light Repair 1 and 2

Grades: 11

Length: 1 Year

Course #: AER0418

This Pinellas Technical College course includes theory, operation, diagnosis and service of hydraulic braking systems, drum brake, disc brake, anti-lock brakes, and power assist systems. Lab work includes demonstrations, hands-on practice to provide a working knowledge of diagnosis and repair of the hydraulic systems, drum and disc brake systems, power assist units and associated systems. Included will be coverage of wheel bearings, parking brakes, related electrical circuits, and proper use of on-car and off-car brake lathes.

## Suspension & Steering Technician

Prerequisites: Brake Systems Technician

Grades: 12

Length: 1 Year

Course #: AER0453

This Pinellas Technical College Course includes the fundamentals of the chassis, including basic and power steering systems, variable effort power steering systems, suspension systems (both basic and computer controlled), geometric centerline alignment, thrust line alignment, and total four-wheel alignment as the focus of this course. Proper procedures in diagnosis of steering and suspension systems, replacing components along with basic frame, and body measuring for correct locations are also covered. Lab work includes steering and suspension repair, tire balancing and alignment on computerized alignment equipment, and computerized wheel balancing utilizing school training aids.

## Electrical/Electronic Technician

Prerequisites: Suspension & Steering Technician

Grades: After HS Graduation—10th

Length: 300 Hours

Course #: AER0360

This Pinellas Technical College Course includes information on electrical circuits, instrumentation, electronic climate controls, cruise control, advanced lighting systems, air bags, multiple types of sensors, multiplexing, and motorized seatbelts. This material will include automotive and light truck electronic applications. The course is an in depth study of electronic components and how they work. Also to be covered is the use of digital multi-meters, scan tools, oscilloscopes, and diagnostic charts for computerized management systems. This course will instruct how these devices help in troubleshooting electrical problems.

## Engine Repair Technician

Prerequisites: Electrical/Electronic Technician

Grades: After HS Graduation

Length: 150 Hours

Course #: AER0110

This Pinellas Technical College Course includes instruction in the principles of four-stroke engine designs are the foundation for this study. This introduction to automotive engines includes theory, construction and overhaul procedures, including cylinder heads, blocks, bearings, pistons, rods, crankshafts, valve trains, and gaskets. Proper use of hand tools, precision tools, special engine tools, and equipment is demonstrated. Lab work includes application of diagnosis, and overhaul and repair procedures on training aids.

# Culinary Academy



The purpose of the Northeast High School [Culinary Arts Academy](#) is to graduate students with developed character traits, acquired knowledge, necessary skills and the high values needed to be a successful contributor to our ever changing and increasingly demanding society. Our mission is to promote the interest and welfare of the high school students participating in the Culinary Arts program. Students will learn how to conduct themselves in a confident, professional and ethical manner, and will demonstrate procedures using basic and advanced knowledge related to the hospitality industry.

Through trained professional instructors, multi-media and classroom studies, as well as demonstrational and practical application in the kitchen and bakery, this department will offer the best training for application in today's market place. Students who complete this course sequence will complete the [Professional Culinary Arts & Hospitality](#) Program through Pinellas Technical College.

## Department Contact

Chef Curtis Serata

Email: [SerataCu@pcsb.org](mailto:SerataCu@pcsb.org)

## REQUIRED COURSES

### Culinary Arts 1

Prerequisites: None, must take in order

Grades: 9-10

Length: 1 Year

Course #: 9504110

### Culinary Arts 2

Prerequisites: None, must take in order

Grades: 10

Length: 1 Year

Course #: 9504110

These courses includes instruction in the food service industry, food sanitation and kitchen safety, kitchen math, equipment, an introduction to nutrition, reading and following recipes, food science and basic cooking principles, and includes an introduction to the kitchen. All students must become Servsafe® certified in safety and sanitation.

*Together, these two courses make up the **HMV0100 Food Preparation** course through Pinellas Technical College.*

# Culinary Academy

## **Restaurant Cook**

Prerequisites: Culinary Arts 1 and 2

Grades: 11

Length: 1 Year

Course #: H MV0170

This Pinellas Technical College course includes front-of-the-house and back-of-the-house duties, proper receiving and storage of food, and application of basic nutrition to menus and recipes. Content also includes the study of basic ingredients, and the preparation of fruits and vegetables in stocks, soups, salads and sandwiches, and an introduction to the bakery.

## **Chef/Head Cook**

Prerequisites: Restaurant Cook

Grades: 12

Length: 1 Year

Course #: H MV0171

This Pinellas Technical College course is a combination of classroom and hands-on instruction in the selection, purchasing and preparation of entrée items including meats, fish and poultry. Students will also examine career and advancement opportunities in professional cooking and baking.

## **Food Service Management**

Prerequisites: Chef/Head Cook

Grades: After HS Graduation

Length: 300 Hours

Course #: H MV0126

This Pinellas Technical College course includes the study of purchasing, use, and maintenance of all food service equipment and tools; applying advanced cooking and baking techniques in the classroom and kitchen; the study of international and ethnic cuisine; and the application of math and food science skills.

### Professional Culinary Arts & Hospitality

COURSE #	COURSE TITLE	High School CREDIT	PTC COURSE/CREDIT	CAREER DUAL ENROLLMENT	ACADEMIC PROGRESSION
8800510	Culinary Arts 1	1.0	HMV0100 Food Preparation 300 Hrs (OCP A)	Program Pre-requisite	9 <sup>th</sup> Grade
8800520	Culinary Arts 2	1.0		Program Pre-requisite	10 <sup>th</sup> Grade
HMV0170	Restaurant Cook	2.0	300 Hrs (OCP B)	300 Hrs (OCP B)	11 <sup>th</sup> Grade (Career Dual Enrollment)
HMV0171	Cheff/Head Cook	2.0	300 Hrs (OCP C)	300 Hrs (OCP C)	12 <sup>th</sup> Grade (Career Dual Enrollment)
HMV0126	Food Service Manager	—	300 Hrs (OCP D)	After HS Graduation	One Semester @ PTC for Program Completion

#### CRITERIA / NOTES

- Tuition Saved through dual enrollment \$1,752
- Pinellas Technical College Certificate awarded for Program Completion
- Pinellas Technical College certificate and industry certifications earn articulated credit to a related degree at St. Petersburg College
- Scholarship opportunities available for courses needed to complete a program after high school graduation

**Earning Potential**  
*Immediately after Graduation*

**\$12 — \$15** per hour



*Build A Future You Control.*

Pinellas Technical College | Clearwater Campus 727.538.7167 | St. Petersburg Campus 727.893.2500 | [myptc.edu](http://myptc.edu)



# Academy of Finance



**Academy of Finance** students will engage in professional development during their four-year program, including classroom knowledge, work-based activities, shadowing, mentoring, and community engagement. Students will complete two academy courses each year, participate in FBLA (CTSO), paid internship opportunities, and earn industry certifications. Students will be guided by a collaborative network of teachers, mentors, and business professionals while incorporating rigorous industry standards and project-based learning that expand traditional classroom boundaries.

## Department Contact

Mr. Tom Reckenwald

Email: [ReckenwaldT@pcsb.org](mailto:ReckenwaldT@pcsb.org)

## REQUIRED COURSES

### Digital Information Technology

Prerequisites: None, must take in order

Grades: 9-10

Length: 1 Year

Course #: 8207310F

This course is designed to provide an introduction to information technology concepts & careers as well as the impact information technology has on the world, people, & industry & basic web design concepts. The content includes IT career research; operating systems & software applications; electronic communications including e-mail & Internet services; basic HTML, DHTML, & XML commands; emerging technologies; & Web page design.

### Business Communications & Technology

Prerequisites: None, must take in order

Grades: 9-10

Length: 1 Year

Course #: 8815150F

This course introduces students to the financial world. Students develop financial literacy as they learn about the functions of finance in society. They study marketing, entrepreneurship, finance, & key investment-related terms & concepts. They also research how innovations have changed the financial services field. Finally, students explore careers that exist in finance today.

### AP Seminar

Prerequisites: None

Grades: 10

Length: 1 Year

Course #: 1700500

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 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.

# Academy of Finance

## **Economics & Financial Services**

Prerequisites: Business Communications and Technology

Grades: 10

Length: 1 Year

Course #: 8815110F

Provides basic principles & practices of banking, credit, & consumer lending in the U.S. Students will become familiar with the major functions of banks & other financial intermediaries, central banking by the Federal Reserve System, modern trends in the finance industry, learn to identify the legal forms of business organization, develop an understanding of by developing a business plan learn about various financial analysis strategies & the methods by which businesses raise.

## **Accounting Applications 1**

Prerequisites: Economics & Financial Services

Grades: 11

Length: 1 Year

Course #: 8203310

Provides rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers such as Accounting Clerk, Accounting Associate, and Accounting Assistant. Students will learn the double-entry accounting system, and become familiar with financial documents such as journals, ledgers, balance sheets, income statements.

## **Financial Internship**

Prerequisites: Economics & Financial Services

Grades: 11

Length: 1 Year

Course #: 8815130

Provides an overview of current business, finance, & information trends & to introduce students to the basics required in today's business environment. Emphasis is placed on developing proficiency with applications so that they may be used as a communications tool for enhancing personal & workplace proficiency. Students gain experience on campus in the Viking Branch sponsored by Achieve Credit Union.

## **Accounting Applications 2**

Prerequisites: Accounting Applications 1

Grades: 12

Length: 1 Year

Course #: 8200310F

This course provides students with a deeper understanding of the accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. The content includes cash receipts, petty cash, payroll records, and internal control systems by using QuickBooks software. Students also examine career opportunities, and prepare for industry certifications in QuickBooks, and MS Excel.

## **Personal Finance**

Prerequisites: Financial Internship

Grades: 12

Length: 1 Year

Course #: 8815120F

Provides an overview of the job of a financial planner and how all aspects of financial planning might affect a potential client, and learn about the importance of financial planning in helping people reach their life goals. This course includes lessons on saving, borrowing, credit, and all types of insurance, and covers various types of investments. Students also examine careers in financial planning, and earn certifications from the IRS VITA as volunteer tax preparers.

# Academy of Information Technology



The **Academy of Information Technology (AOIT)** at Northeast High School combines hands-on technical training, academic course integration and project-based learning in order to respond to the need for a well-qualified, highly technical, analytical and educated local workforce. AOIT offers students a value-added program to enrich and complement the traditional high school experience. Students develop marketable technology skills embedded in their coursework, prepare themselves for the industry certifications, and prepare for postsecondary degrees for this high-wage career field.

## REQUIRED COURSES

### Digital Information Technology

Prerequisites: None, must take in order

Grades: 9-10

Length: 1 Year

Course #: 8207310A

This course is designed to provide an introduction to information technology concepts & careers as well as the impact information technology has on the world, people, & industry & basic web design concepts. The content includes IT career research; operating systems & software applications; electronic communications including e-mail & Internet services; basic HTML, DHTML, & XML commands; emerging technologies; & Web page design.

### IT Systems & Applications

Prerequisites: None, must take in order

Grades: 9-10

Length: 1 Year

Course #: 9003430A

The content includes motherboard components, types & features; CPUs; installation & configuration; computer network types, devices & protocols; problem diagnostics & resolution; presentation & production issues; communication over the Internet; troubleshooting, repair & maintenance of computers; basic security concepts; information technology tools; & various roles within IT organizations; ethics & responsibilities.

### Database Essentials

Prerequisites: IT Systems & Applications

Grades: 10-12

Length: 1 Year

Course #: 9003440

Students will practice the basics of database design; creating entities, relationships, modeling concepts; advanced data constructs; the Entity Relationship Model; normalization; manipulating data; building & modifying tables; performing queries & filtering records; business requirements, evolving changes in the information society; environmental management systems; entrepreneurship & personal money-management concepts.

### Programming Essentials

Prerequisites: IT Systems & Applications

Grades: 10-12

Length: 1 Year

Course #: 9003450

This course focuses on designing, coding, testing & maintaining programs; program documentation; software quality assurance; programming techniques & structured programming concepts.

## Department Contact

Mr. Rick Andrew

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# Academy of Information Technology

## **Web Development Technology**

Prerequisites: IT Systems & Applications

Grades: 10-12

Length: 1 Year

Course #: 9003460

The content of this class includes web page design & using WYSIWG editors; web animations, style sheets & scripting; digital photography & imaging; publishing to the Internet; website performance & analytics, web hosting & search engine optimization.

## **Multimedia Technology**

Prerequisites: IT Systems & Applications

Grades: 10-12

Length: 1 Year

Course #: 9003470A

Students will learn about presentation & production issues; digital photography & imaging; basic video production, configurations & operation of a video workstation; basic audio production, set-up & configurations, & operation of an audio workstation; presentation software & equipment.

## **Computer Networking Fundamentals**

Prerequisites: IT Systems & Applications

Grades: 10-12

Length: 1 Year

Course #: 9003480

Basic network technologies are the focus of this course; understanding, installing, configuring network hardware & devices, network management software, networking tools, installing, configuring, managing network security hardware, & software devices.

## **Cybersecurity Fundamentals**

Prerequisites: IT Systems & Applications

Grades: 10-12

Length: 1 Year

Course #: 9003490

The course covers the history, culture & trends in cyber-security; types of malicious code & attacks, mitigating vulnerability & protecting against risk; access control models; authentication; security protocols, remote access technologies, e-mail security concepts; Internet security concepts; directory security concepts; file transfer protocols; wireless technologies; intrusion detection, cryptography, digital signatures & algorithms; Public Key infrastructure, Key Management & Certificate lifestyles.

## **IT Directed Study**

Prerequisites: IT Systems & Applications

Grades: 10-12

Length: 1 Year

Course #: 9000100

This course provides students with learning opportunities in a prescribed program of study leading to certifications & careers within the Information Technology cluster that will enhance opportunities for employment in career field chosen by the student.

## ADVANCED PLACEMENT COURSES OFFERED AT NORTHEAST HIGH SCHOOL

The [Advanced Placement Program®](#) (AP) enables students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, and corresponding exams that are administered once a year.

- AP 2-D Art & Design
- AP 3-D Art & Design
- AP Biology
- AP Calculus AB
- AP Capstone Research
- AP Capstone Seminar
- AP Computer Science Principles
- AP English Language & Composition
- AP English Literature & Composition
- AP Environmental Science
- AP Human Geography
- AP Music Theory
- AP Physics 1
- AP Precalculus
- AP Spanish Language & Culture
- AP Statistics
- AP United States History
- AP United States Government & Politics
- AP World History: Modern

## PRE-AP COURSES OFFERED AT NORTHEAST HIGH SCHOOL

In [Pre-AP courses](#), students have frequent opportunities to engage deeply with texts, sources, and data, as well as compelling higher-order questions and problems. Across Pre-AP courses, students experience instructional practices and routines that help them develop the important critical thinking skills needed to succeed in AP courses. Pre-AP courses are directly back-mapped from specific AP courses and often include strong connections to multiple AP courses.

- Pre-AP Algebra 1
- Pre-AP Chemistry
- Pre-AP English 1
- Pre-AP English 2

## CAMBRIDGE AICE COURSES OFFERED AT NORTHEAST HIGH SCHOOL

[Cambridge International](#) AS & A Levels are widely recognized by universities and employers around. Students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally.

- AICE General Paper
- AICE Marine Science
- AICE Physical Education
- AICE Psychology
- AICE Sociology

## DUAL ENROLLMENT COURSES OFFERED AT NORTHEAST HIGH SCHOOL

This opportunity is made possible through a partnership between St. Petersburg College and Pinellas County Schools. Students can take SPC college courses at Northeast High School for no cost.

- Composition 1 & 2 (ENC1101 & ENC1102)
- History of the United States 1 & 2 (AMH2010 & AMH2020)
- Introduction to Entrepreneurship (ENT1000)
- Studies in Applied Ethics (PHI1600)
- The College Experience (SLS1101)



## INTENSIVE READING

Florida law requires that if a student scores at achievement level 1 or 2 on the F.A.S.T. Reading Assessment, **the student must be enrolled in an Intensive Reading course the next school year.** A student who does not meet the minimum performance expectations on F.A.S.T. Reading must continue to receive remedial or supplemental instruction until the expectations are met or the student completes high school. Any student who does not meet this graduation requirement will not receive a high school diploma, rather will be given a Certificate of Completion, until the requirement can be met.

The Intensive Reading course is designed for students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Teachers may need to go to the benchmark of an earlier grade as a scaffold if a student has not yet reached mastery.

Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

## LEARNING STRATEGIES FOR ESE STUDENTS

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of practice, generalization, and maintenance of skills and strategies. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

## ENGLISH LANGUAGE DEVELOPMENT FOR ESOL STUDENTS

The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting.

Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language.

Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

## COURSE DESCRIPTIONS

### AP Capstone

#### AP Seminar

Prerequisites: None

Grades: 10-12

Length: 1 Year

Course #: 1700500

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 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.

#### AP Research

Prerequisites: AP Seminar

Grades: 10-12

Length: 1 Year

Course #: 1700510

Allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### English

#### AICE General Paper

Prerequisites: English 2

Grades: 10-12

Length: 1 Year

Course #: 1009400

Students gain knowledge and understanding of contemporary issues within national and international contexts through reading and writing in three broad topic areas: economic, historical, moral, political and social science, including its history, philosophy, ethics, general principles and applications; environmental issues; and literature, language, the arts, crafts, and the media.

#### AP English Language and Composition

Prerequisites: English 2

Grades: 10-12

Length: 1 Year

Course #: 1001420

Focuses on an extensive study of literature and language. Emphasis is placed on the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The reading level is higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Students are required to take the Advanced Placement examination. Students scoring a three or better on the AP exam will also earn up to six college credits.

## COURSE DESCRIPTIONS

### English, cont.

#### **AP English Literature and Composition**

Prerequisites: English 2

Grades: 10-12

Length: 1 Year

Course #: 1001430

Focuses on an extensive study of literature and writing. Emphasis is placed on an appreciation of the power of language, an understanding of the writer's craft, and the development of critical standards for appreciating literary works. The reading level is higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Students are required to take the Advanced Placement examination. Students scoring a three or better on the AP exam will also earn up to six college credits.

#### **Composition 1**

Prerequisites: English 2, Qualifying test scores and GPA, and SPC Application

Grades: 10-12

Length: Semester 1

Course #: ENC1101

This St. Petersburg College course is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay and includes practice in information retrieval from electronic and other sources, as well as in the selection, restriction, organization and development of topics. It also offers the student opportunities to improve proficiency 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.

#### **Composition 2**

Prerequisites: Composition 1

Grades: 10-12

Length: Semester 2

Course #: ENC1102

This St. Petersburg College course builds upon skills developed in Composition 1. 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 literary interpretation. The reading includes selections from at least two forms of literature.

#### **Creative Writing 1**

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 1009320

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

#### **Creative Writing 2**

Prerequisites: Creative Writing 1

Grades: 9-12

Length: 1 Semester

Course #: 1009330

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

## COURSE DESCRIPTIONS

### English, cont.

#### **Creative Writing 3**

Prerequisites: Creative Writing 2

Grades: 9-12

Length: 1 Semester

Course #: 1009331

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

#### **Creative Writing 4**

Prerequisites: Creative Writing 3

Grades: 9-12

Length: 1 Semester

Course #: 1009332

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

#### **English 4**

Prerequisites: English 3

Grades: 11-12

Length: 1 Year

Course #: 1001400

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. 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.

#### **Pre-AP English 1**

Prerequisites: None

Grades: 9

Length: 1 Year

Course #: 1001415

Focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future to future high school and college coursework. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses.

#### **Pre-AP English 2**

Prerequisites: Pre-AP English 1 or equivalent

Grades: 9-10

Length: 1 Year

Course #: 1001416

While English 1 introduces the fundamentals of close observation, critical analysis, and the appreciation of author's craft, English 2 requires students to apply those practices to a new array of nonfiction and literary texts. As readers, students become aware of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion.

## COURSE DESCRIPTIONS

### English, cont.

#### Speech 1

Prerequisites: None

Grades: 10-12

Length: 1 Semester

Course #: 1007305

This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### Fine Arts

#### 2-D Studio Art 2

Prerequisites: Creating 2-D Art

Grades: 10-12

Length: 1 Year

Course #: 0101310

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

#### 3-D Studio Art 2

Prerequisites: Creating 3-D Art

Grades: 10-12

Length: 1 Year

Course #: 0101340

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. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques.

#### AP 2-D Art & Design

Prerequisites: 2-D Studio Art 2

Grades: 11-12

Length: 1 Year

Course #: 0109350

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.



## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### AP 3-D Art & Design

Prerequisites: 3-D Studio Art 2

Grades: 11-12

Length: 1 Year

Course #: 0109350

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas. Portfolios include works of art and design, process documentation, and written information about the work presented. Students submit portfolios for evaluation based on skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

#### AP Music Theory

Prerequisites: Read and write musical notation and have basic performance skills with voice or an instrument

Grades: 9-12

Length: 1 Year

Course #: 0100300

Musicianship skills, including dictation and harmony, are included. Students develop the ability to recognize, understand, and describe basic materials and processes of tonal music heard or presented in a score. Development of listening skills and the practice of sight-singing are also primary objectives. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

#### Band 1

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1302300

This year-long, entry-level class for students with little or no previous band experience, promotes the enjoyment and appreciation of music through performance of high-quality, beginning literature from different times and places.

Rehearsals focus on development of critical listening/aural skills; instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

#### Band 2

Prerequisites: Band 1 or Audition

Grades: 9-12

Length: 1 Year

Course #: 1302310

This year-long, beginning-level class, designed for students with at least one year of ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality literature. Rehearsals focus on development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

#### Band 3

Prerequisites: Band 2

Grades: 9-12

Length: 1 Year

Course #: 0100320

This year-long, formative class, designed to build on skills and knowledge previously acquired in an instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### **Band 4**

Prerequisites: Band 3

Grades: 10-12

Length: 1 Year

Course #: 0100330

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

#### **Band 5 Honors**

Prerequisites: Band 4

Grades: 10-12

Length: 1 Year

Course #: 0100340

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

#### **Band 6 Honors**

Prerequisites: Band 5

Grades: 10-12

Length: 1 Year

Course #: 0100350

This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

#### **Chorus 1**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1303300

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### **Chorus 2**

Prerequisites: Band 2

Grades: 9-12

Length: 1 Year

Course #: 1303310

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

#### **Chorus 3**

Prerequisites: Band 2

Grades: 10-12

Length: 1 Year

Course #: 1303320

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

#### **Chorus 4**

Prerequisites: Band 2

Grades: 10-12

Length: 1 Year

Course #: 1303330

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

#### **Chorus 5 Honors**

Prerequisites: Band 2

Grades: 10-12

Length: 1 Year

Course #: 1303340

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### **Chorus 6 Honors**

Prerequisites: Band 2

Grades: 10-12

Length: 1 Year

Course #: 1303350

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

#### **Creating 2-D Art**

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 0101355

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

#### **Creating 3-D Art**

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 0101365

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

#### **Guitar 1**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1301320

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### Guitar 2

Prerequisites: Guitar 1

Grades: 10-12

Length: 1 Year

Course #: 1301330

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Explore careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

#### Instrumental Techniques 1

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1302420

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

#### Instrumental Techniques 2

Prerequisites: Instrumental Techniques 1

Grades: 10-12

Length: 1 Year

Course #: 1302420

Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

#### Jazz Ensemble 1

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1302500

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. 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. Students in this class may need to obtain an instrument from an outside source.



## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### **Jazz Ensemble 2**

Prerequisites: Jazz Ensemble 1

Grades: 9-12

Length: 1 Year

Course #: 1302510

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Study jazz history and become familiar with the cultural context of various compositions and artists. 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. Students in this class may need to obtain an instrument from an outside source.

#### **Jazz Ensemble 3**

Prerequisites: Jazz Ensemble 2

Grades: 9-12

Length: 1 Year

Course #: 1302520

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Apply theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. 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. Students in this class may need to obtain an instrument from an outside source.

#### **Jazz Ensemble 4 Honors**

Prerequisites: Jazz Ensemble 3

Grades: 9-12

Length: 1 Year

Course #: 1302530

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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. Students in this class may need to obtain an instrument from an outside source.

#### **Keyboard 1**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1301360

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. 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.

## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### **Keyboard 2**

Prerequisites: Keyboard 1

Grades: 9-12

Length: 1 Year

Course #: 1301370

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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.

#### **Keyboard 3**

Prerequisites: Keyboard 2

Grades: 9-12

Length: 1 Year

Course #: 1301380

Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. 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.

#### **Keyboard 4 Honors**

Prerequisites: Keyboard 3

Grades: 9-12

Length: 1 Year

Course #: 1301390

Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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.

## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### **Musical Theatre 1**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 0400700

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 and 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.

#### **Musical Theatre 2**

Prerequisites: Musical Theatre 1

Grades: 10-12

Length: 1 Year

Course #: 0400710

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.

#### **Orchestra 1**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1302360

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

#### **Orchestra 2**

Prerequisites: Orchestra 1

Grades: 9-12

Length: 1 Year

Course #: 1302370

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### **Orchestra 3**

Prerequisites: Orchestra 2

Grades: 9-12

Length: 1 Year

Course #: 1302380

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

#### **Orchestra 4**

Prerequisites: Orchestra 3

Grades: 9-12

Length: 1 Year

Course #: 1302390

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

#### **Portfolio Development: 2D Design Honors**

Prerequisites: 2-D Studio Art 2

Grades: 10-12

Length: 1 Year

Course #: 0109320

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.

## COURSE DESCRIPTIONS

### Fine Arts, cont.

#### **Portfolio Development: 3D Design Honors**

Prerequisites: 3-D Studio Art 2

Grades: 10-12

Length: 1 Year

Course #: 0109330

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.

#### **Theatre 1**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 0400310

This course is designed for students with little or no theatre experience, and 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.

#### **Theatre 2**

Prerequisites: Theatre 1

Grades: 9-12

Length: 1 Year

Course #: 0400320

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.

#### **Theatre 3 Honors**

Prerequisites: Theatre 2

Grades: 9-12

Length: 1 Year

Course #: 0400330

This course is designed for students with significant experience in theatre, and promotes depth of engagement and life-long appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. 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. 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 significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

## COURSE DESCRIPTIONS

### Fine Arts, cont

#### **Theatre 4 Honors**

Prerequisites: Theatre 3

Grades: 9-12

Length: 1 Year

Course #: 0400340

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.

#### **Theatrical Direction and Stage Management**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 0400310

The purpose of this course is to enable students to demonstrate basic knowledge & skills related to improvisation. The content should include, but not be limited to, theatre terminology, history, improvisation as an art form, elements of improvisation, acting techniques, play rehearsal, script exploration & analysis, scenario development, audience etiquette & career opportunities.

#### **Technical Theatre & Design Production 1**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 0400410

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.

#### **Technical Theatre & Design Production 2**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 0400420

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.



## COURSE DESCRIPTIONS

### Fine Arts, cont

#### Technical Theatre & Design Production 3

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 0400430

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.

#### Technical Theatre & Design Production 4 Honors

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 0400440

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.

#### Vocal Ensemble 1

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1303440

Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

#### Vocal Ensemble 2

Prerequisites: Vocal Ensemble 1

Grades: 10-12

Length: 1 Year

Course #: 1303450

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## COURSE DESCRIPTIONS

### Fine Arts, cont

#### Vocal Ensemble 3

Prerequisites: Vocal Ensemble 2

Grades: 11-12

Length: 1 Year

Course #: 1303460

Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

#### Vocal Ensemble 4 Honors

Prerequisites: Vocal ensemble 3

Grades: 12

Length: 1 Year

Course #: 1303470

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. 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.

### Math

#### Algebra 1-A

Prerequisites: None

Grades: 9

Length: 1 Year

Course #: 1200370

In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.

#### Algebra 2

Prerequisites: Geometry

Grades: 9-12

Length: 1 Year

Course #: 1200330

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

## COURSE DESCRIPTIONS

### Math, cont.

#### **Algebra 2 Honors**

Prerequisites: Geometry

Grades: 9-12

Length: 1 Year

Course #: 1200340

In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

#### **AP Calculus AB**

Prerequisites: Pre-Calculus

Grades: 10-12

Length: 1 Year

Course #: 1202310

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

#### **AP Precalculus**

Prerequisites: Algebra 2

Grades: 10-12

Length: 1 Year

Course #: 1202305

College precalculus courses are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets.

#### **AP Statistics**

Prerequisites: Algebra 2

Grades: 9-12

Length: 1 Year

Course #: 1210320

Introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

## COURSE DESCRIPTIONS

### Math, cont.

#### **Geometry Honors**

Prerequisites: Algebra 2

Grades: 9-12

Length: 1 Year

Course #: 1206320

Designed to provide students with a meaningful conceptual bridge between algebra and geometry to deepen their understanding of mathematics. In this course, students are expected to use the mathematical knowledge and skills they have developed previously to problem solve across the domains of algebra, geometry, and statistics.

#### **Math for College Liberal Arts**

Prerequisites: Geometry

Grades: 9-12

Length: 1 Year

Course #: 1207350

Instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

#### **Math for Data & Financial Literacy**

Prerequisites: Geometry

Grades: 9-12

Length: 1 Year

Course #: 1200384

Instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions; (2) developing understanding of basic economic and accounting principles; (3) determining advantages/disadvantages of credit accounts, short- and long-term loans; (4) developing understanding of planning through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

#### **Pre-AP Algebra 1**

Prerequisites: Pre-Algebra

Grades: 9-12

Length: 1 Year

Course #: 1200386

Students develop a deep understanding of linear relationships emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. Taken together, these ideas provide powerful conceptual tools that students can use to make sense of their world through mathematics.

#### **Probability & Statistics Honors**

Prerequisites: Algebra 2

Grades: 9-12

Length: 1 Year

Course #: 1210300

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

## COURSE DESCRIPTIONS

### Other

#### **Critical Thinking and Study Skills**

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 1700370

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

#### **The College Experience**

Prerequisites: Qualifying College Entrance Scores

Grades: 10-12

Length: 1 Semester

Course #: SLS1101

This course is designed to strengthen skills essential to success in college, with further applications to post-college plans. Included are study and test-taking strategies; effective interpersonal skills; time management techniques; creative and critical thinking skills; college services and resources; educational policies, procedures, regulations and terminology; and library resources, research strategies, and information skills for online, blended, and traditional learning environments. Students testing into one or more college prep courses are required to take SLS 1101.

#### **Driver Education/Traffic Safety-Classroom and Laboratory**

Prerequisites: None

Grades: 10-12

Length: 1 Semester

Course #: 1900310

The purpose of this course is to introduce students to Florida's driving laws/rules of the road and safe driving behavior, and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the contributing factors to vehicle crashes and their solutions. The content should include, but not be limited to, the following: Meaning and responsibilities of a Driver License, Laws that govern the operation of a motor vehicle, Knowledge of Florida's Graduated Driver Licensing (GDL) laws, Vehicle control and traffic procedures, Knowledge of sharing the road with other types of vehicles and vulnerable road users, Defensive driving strategies, Physical and mental factors that affect driving ability.

#### **Leadership Strategies Honors**

Prerequisites: Placement in AVID

Grades: 9-12

Length: 1 Year

Course #: 2400320

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following: study in self-understanding, development in such areas as goal setting, self-actualization, and assertiveness, study of organizational theories and management.

## COURSE DESCRIPTIONS

### Other, cont.

#### **Voluntary Public Service**

Prerequisites: 11th Grade status and a 3.0 GPA

Grades: 11-12

Length: 1 Semester

Course #: 0500370

The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others. The content should include, but not be limited to, the following: identification of school community based needs, organized response to identified needs, the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available, methods that require students to identify, organize, and use resources appropriately, interpersonal relationships and improved personal growth, the ability to acquire and use information -an understanding of social, organizational, and technological systems, acquiring skills to work with a variety of tools and equipment, improve personal qualities and higher-order thinking skills, development and implementation of a personal plan for involvement in school or community service.

**Students who enroll in this class can earn up to 75 Volunteer Hours for the Bright Futures Scholarship.**

### Physical Education

#### **AICE Physical Education**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 3026020

The Physical Education syllabus is both practical and theoretical, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyse the different factors influencing performance. The course also encourages learners to understand and explain global trends in Physical Education and Sport.

#### **Basketball**

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 1503310

The purpose of this course is to introduce students to the basic skills and knowledge associated with basketball. By applying these principles through active participation, students develop the necessary skills and knowledge to play basketball. In addition, this course provides students with opportunities to improve physical fitness, acquire knowledge of fitness concepts and practice positive personal and social skills. Students will gain an understanding of how a wellness lifestyle affects one's health, fitness and physical performance.

#### **Basketball 2**

Prerequisites: Basketball

Grades: 9-12

Length: 1 Semester

Course #: 1503315

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.



## COURSE DESCRIPTIONS

### Physical Education, cont.

#### **HOPE—Health Opportunities through Physical Education**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 3026010

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV, Internet Safety.

#### **Individual Sports 1**

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 1502410

There are certain sports, such as golf, bowling, and tennis that, for the most part, are considered individual sports, which are sports played alone without teammates. A sample of the thousands of individual sports includes: Badminton, Bowling, Boxing, Cycling, Figure skating, Golf, Skiing, Snowboarding, Surfing, Swimming, Track and field, Wrestling.

#### **Individual Sports 2**

Prerequisites: Individual Sports 1

Grades: 9-12

Length: 1 Semester

Course #: 1502420

Students learn about a variety of sports, yet do an in-depth study of Individual sports. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each sport. Students also learn about the components of fitness, benefits of fitness, safety and technique, and good nutrition. Students conduct fitness assessments and participate in weekly physical activity.

#### **Power Weight Training**

Prerequisites: Weight Training 3

Grades: 10-12

Length: 1 Semester

Course #: 1501410

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. Students will perform a variety of power lifts including, squat, bench press, power clean, and incline bench press. Weight room safety, warm-up/cool-down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course.

#### **Soccer**

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 1503320

The content will include, but not be limited to, in depth knowledge & application of skills, techniques, strategies, rules & safety practices necessary to participate in soccer, & knowledge of the organization & administration of soccer games. Strategies of team play, skill acquisition, & the maintenance &/or improvement of personal fitness will be stressed.

## COURSE DESCRIPTIONS

### Physical Education, cont.

#### Team Sports 1

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 1503350

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

#### Team Sports 2

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 1503360

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

#### Volleyball 1

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 1505500

The purpose of this course is to introduce students to basic skills and knowledge associated with volleyball. By applying these principles through active participation, students develop the necessary skills and knowledge to play volleyball. In addition, this course provides students with opportunities to improve physical fitness, acquire knowledge of fitness concepts and practice positive personal and social skills. Students will gain an understanding of how a wellness lifestyle affects one's health, fitness and physical performance.

#### Volleyball 2

Prerequisites: Volleyball 1

Grades: 9-12

Length: 1 Semester

Course #: 1505510

The purpose of this course is to allow students to continue to improve the skills developed Volleyball 1. The content will increase strategies in safety, rules & terminology, history, techniques & strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization & administration of volleyball activities, and the benefits of participation.

#### Weight Training 1

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 1505510

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

## COURSE DESCRIPTIONS

### Physical Education, cont.

#### Weight Training 2

Prerequisites: Weight Training 1

Grades: 9-12

Length: 1 Semester

Course #: 1501350

The purpose of this course is to provide students with opportunities to acquire basic knowledge & skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength & endurance, & enhance body image. The content will include, but not be limited to, knowledge of the importance of muscular strength & endurance, assessment of muscular strength & endurance, knowledge of health problems associated with inadequate levels of muscular strength & endurance, knowledge of skeletal muscles, knowledge & application of biomechanical & physiological principles to improve & maintain muscular strength & endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, & knowledge of consumer issues related to weight training.

#### Weight Training 3

Prerequisites: Weight Training 2

Grades: 9-12

Length: 1 Semester

Course #: 1501360

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge & the development of skills introduced in intermediate weight training, further improve muscular strength & endurance, & further enhance body image. The content will include, but not be limited to, reinforcement of the knowledge introduced in beginning & intermediate weight training, application of knowledge to design & implement a personal weight training program to meet specific needs & goals, & knowledge of the organization/administration of a weight lifting competition.

### Practical Arts

#### Digital Information Technology

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 8207310B

This course is designed to provide an introduction to information technology concepts & careers as well as the impact information technology has on the world, people, & industry & basic web design concepts. The content includes IT career research; operating systems & software applications; electronic communications including e-mail & Internet services; basic HTML, DHTML, & XML commands; emerging technologies; & Web page design.

#### Journalism 1

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 1006300

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## COURSE DESCRIPTIONS

### Practical Arts, cont.

#### **Journalism 2**

Prerequisites: Journalism 1

Grades: 9-12

Length: 1 Year

Course #: 1006310

The purpose of this course is to enable students to continue development of fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

#### **Journalism 3**

Prerequisites: Journalism 2

Grades: 9-12

Length: 1 Year

Course #: 1006320

The purpose of this course is to enable students to continue development of fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

#### **Marketing Applications**

Prerequisites: Marketing Essentials

Grades: 12

Length: 1 Year

Course #: 8827120

This course is designed to provide students with an in-depth study of marketing & provide the knowledge, skills & attitudes required for employment in a wide variety of marketing occupations. This course is a continuation of the Marketing Education Program. This class must be taken concurrently with the Marketing OJT courses.

#### **Marketing Cooperative Education-On the Job Training (OJT)**

Prerequisites: Must be taken concurrently with Marketing Essentials/Marketing Applications

Grades: 11-12

Length: 1 Year

Course #: 8800410

Marketing OJT combines marketing education classroom instruction with supervised on-the-job training. Students will reinforce their classroom skills while on the job. A student may not be enrolled in Marketing OJT without concurrent enrollment in a marketing class. The student must be paid for work performed & must be directly supervised. The Marketing OJT offers students the opportunity to earn class credit while earning money through jobs. Students must receive a pay stub and complete 144 hours of work per semester for each OJT period they are enrolled.

#### **Marketing Essentials**

Prerequisites: None

Grades: 11-12

Length: 1 Year

Course #: 8827110

The purpose of this course is to develop the competencies essential to marketing, including human relations, employability, communication, math, economic skills, and the fundamentals of marketing & selling. Marketing provides students the opportunity to explore the many different activities that marketing includes; business, entrepreneurship, sales, advertising & management. Marketing will provide students with business skills as well as help you learn how to plan, promote, & sell business services & products. Must be taken concurrently with the Marketing OJT courses.

## COURSE DESCRIPTIONS

### Practical Arts, cont.

#### Television Production Technology 1

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 8201510

This course is an introduction to the basic principles, procedures, and techniques of television production. The Television Elective course includes video control, special effects, operation of cameras and editing machines, composition, lighting, staging, and directing, on-camera announcing and interviewing.

### Science

#### AICE Marine Science

Prerequisites: Biology

Grades: 10-12

Length: 1 Year

Course #: 2002515

Provides a coherent and stimulating introduction to the science of the marine environment. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course. Science is a practical subject and research suggests that success in future scientific study, or a scientific career, requires good practical skills. Ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture.

#### Anatomy & Physiology Honors

Prerequisites: Biology

Grades: 10-12

Length: 1 Year

Course #: 2000360

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

#### AP Biology

Prerequisites: Biology and Chemistry

Grades: 11-12

Length: 1 Year

Course #: 2000340

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors.

## COURSE DESCRIPTIONS

### Science, cont.

#### **AP Environmental Science**

Prerequisites: Biology and Chemistry

Grades: 11-12

Length: 1 Year

Course #: 2001380

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra.

#### **AP Physics 1**

Prerequisites: Geometry and concurrent enrollment in Algebra 2

Grades: 9-12

Length: 1 Year

Course #: 2003421

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

#### **Biology Honors**

Prerequisites: Advanced 8th Grade Science

Grades: 9-12

Length: 1 Year

Course #: 2000320

Emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences. This course focuses on the foundational biology knowledge and skills that matter most for college and career readiness. Highlights how to guide students to connect core ideas within and across the units of the course, promoting the development of a coherent understanding of biological systems. The components of this course have been crafted to prepare not only the next generation of biologists but also a broader base of biology-informed citizens who are well equipped to respond to the array of science-related issues that impact our lives at the personal, local, and global levels.

#### **Environmental Science Honors**

Prerequisites: Advanced 8th Grade Science

Grades: 9-12

Length: 1 Year

Course #: 2001341

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.



## COURSE DESCRIPTIONS

### Science, cont.

#### **Physics 1 Honors**

Prerequisites: Biology

Grades: 10-12

Length: 1 Year

Course #: 2003390

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

#### **Pre-AP Chemistry**

Prerequisites: Biology

Grades: 10-12

Length: 1 Year

Course #: 2003365

This course focuses on the foundational chemistry knowledge and skills that matter most for college and career readiness. The Pre-AP Chemistry Course Framework highlights how to guide students to connect core ideas within and across the units of the course, promoting the development of a coherent understanding of matter at the atomic scale. The components of this course have been crafted to prepare not only the next generation of chemists, but also a broader base of chemistry-informed citizens who are well equipped to respond to the array of science-related issues that impact our lives at the personal, local, and global levels.

### Social Studies

#### **African American History Honors**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2100336

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.

#### **AICE Sociology**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2100336

In a rapidly changing world, this course offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

## COURSE DESCRIPTIONS

### Social Studies, cont.

#### **AP Human Geography**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2103400

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

#### **AP Psychology**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2107350

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

#### **AP United States Government and Politics**

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 2106420

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

#### **AP United States History**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2100330

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

## COURSE DESCRIPTIONS

### Social Studies, cont.

#### **AP World History: Modern**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2109420

Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

#### **Economics**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2102310

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, including but not limited to currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

#### **Economics Honors**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2102320

Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

#### **History of the United States 1**

Prerequisites: Qualifying Reading and Writing PERT scores

Grades: 11-12

Length: 1 Year

Course #: AMH2010

AMH2010 addresses history in the land that becomes the United States of America, beginning with the migration of the Western Hemisphere's original inhabitants. It briefly surveys the pre-Columbian Native American cultures. It also examines the impacts of the European "discovery" and settlement of North America on various groups of Native Americans, on Europeans at home and in the colonies, and on Africans forced into slavery in the New World. The course emphasizes the political, economic, social, cultural and religious aspects of life in the English North American colonies through their evolution into the United States, from the country's developmental years through the end of the Civil War.

## COURSE DESCRIPTIONS

### Social Studies, cont.

#### History of the United States 2

Prerequisites: AMH2010

Grades: 11-12

Length: 1 Year

Course #: AMH2020

AMH2020 covers the history of the United States from the post-Civil War period (1865) to the present. Emphasis is placed on the social, economic, political and diplomatic history. The course is designed to present history as a dynamic process, encouraging students to think historically and to encourage students to value history.

#### Personal Financial Literacy

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 8500120

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

#### Philosophy

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 2105340

The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

#### Studies in Applied Ethics

Prerequisites: Qualifying Reading and Writing PERT scores

Grades: 10-12

Length: 1 Semester

Course #: PHI1600

The class is a practical overview of foundational concepts, questions, and issues in applied ethics. Special emphases are placed on practicing critical thinking and understanding central ethical ideas in both historical and contemporary ethical theories. Students will have the chance to examine a number of personal, social, and professional ethical issues; such issues may include conflicts of interest, academic integrity, ethical issues about the environment, problems in developing or emerging technologies, end-of-life decision-making (e.g., euthanasia), economic inequality, among many others.

## COURSE DESCRIPTIONS

### Social Studies, cont.

#### United States Government

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 2106310

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.

#### United States Government Honors

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 2106320

Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society.

#### United States History Honors

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2100310

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. Students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

#### World History Honors

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 2109320

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. Students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

#### World Religions

Prerequisites: None

Grades: 9-12

Length: 1 Semester

Course #: 2105310

The primary content emphasis for this course pertains to the study of major world religious traditions. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

## COURSE DESCRIPTIONS

### Vocational Education

#### **Introduction to Entrepreneurship**

Prerequisites: 3.0 GPA and a SPC ID

Grades: 10-12

Length: 1 Semester

Course #: ENT1000

This is a practical course designed to assist students in determining if they have the traits and skill set to be entrepreneurs. It is designed for students who think they may want to start a business for the first time or for those already in business seeking to expand or diversify. Emphasis will be placed on the practical aspects of creating and running a business and on teaching the skills and tools for effective decision making. Topics will include: feasibility studies, SWOT analysis (strengths, weakness, opportunities, threats), market research, opportunity recognition, idea and product development, team formation, resource funding, and basics for business plan development.

#### **Nutrition and Wellness**

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 8500355

The focus of this course is to understand today's food and eating trends and learning to evaluate nutritional information to make informed decisions about food choices for a long and healthy lifestyle. Applying dietary information to food preparation skills will be stressed. Students entering dietetics, health occupations, culinary arts or those interested in life-long wellness would be candidates for this class.

#### **Workplace Essentials**

Prerequisites: 2.5 GPA

Grades: 11-12

Length: 1 Year

Course #: 8300310

This course offers coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; 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 Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in their chosen occupational field.

#### **Workplace Technology Applications**

Prerequisites: 2.5 GPA

Grades: 12

Length: 1 Year

Course #: 8300330

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of technology, how it works, and its uses in the workplace. The content includes, but is not limited to, the knowledge and skills related to the technology, how it works, and its uses in the workplace.



## COURSE DESCRIPTIONS

### World Languages

#### French 1

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 0701320

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.

#### French 2

Prerequisites: French 1

Grades: 9-12

Length: 1 Year

Course #: 0701330

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.

#### French 3 Honors

Prerequisites: French 2

Grades: 9-12

Length: 1 Year

Course #: 0701340

Provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### French 4 Honors

Prerequisites: French 3 Honors

Grades: 9-12

Length: 1 Year

Course #: 0701350

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.

#### AP French Language and Culture

Prerequisites: French 3 Honors

Grades: 9-12

Length: 1 Year

Course #: 0701350

Equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

## COURSE DESCRIPTIONS

### World Languages

#### Spanish 1

Prerequisites: None

Grades: 9-12

Length: 1 Year

Course #: 0708340

Introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Spanish 2

Prerequisites: Spanish 1

Grades: 9-12

Length: 1 Year

Course #: 0708350

Reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Spanish 3 Honors

Prerequisites: Spanish 2

Grades: 9-12

Length: 1 Year

Course #: 0708360

Provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### Spanish 4 Honors

Prerequisites: Spanish 3

Grades: 9-12

Length: 1 Year

Course #: 0708370

Expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

#### AP Spanish Language and Culture

Prerequisites: Spanish 4

Grades: 9-12

Length: 1 Year

Course #: 0708400

Equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

*Once a Viking,*



*Always a Viking!*