



Pinellas Park High School

2017-2018 Curriculum Guide

Pinellas Park High School
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General Information

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Guidance

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			AP Capstone	3
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STUDENT SCHEDULES

Course requirements, past performance, and future goals are factors students need to consider when planning for next year's classes. Guidance counselors will register students for core academic courses based upon their academic history, test scores and teacher recommendations. Students identify their first and second elective choices; however the selection of electives may be dictated by assessment scores and special program requirements.

PARENT/TEACHER COMMUNICATION

If a student is experiencing a problem in a course, the best solutions are a result of direct communication between the parent, student, and teacher. Please call or email the instructor with your concerns, and allow at least 24 hours for a response.

Utilizing Portal is an easy way for parents to monitor their students' progress in a course. Parents may also arrange for a conference to meet with the students' teachers. This may be arranged through the student's guidance counselor.

SCHEDULE CHANGES

Once the semester begins, changes to your schedule may be made only for the following reasons: computer error, lack of prerequisite for the course, requirement for graduation or college admission, course credit already earned, balancing classes for class size, elimination of a course or section offering, scheduling conflicts. Student schedules will not be changed based on preference of a different teacher, class period or lunch time.

BRIGHT FUTURES INFORMATION

[Click to access Bright Futures Website](#)

Grading GPA & Promotion

Grading Scale

A = 90-100
 B = 80-89
 C = 70-79
 D = 60-69
 F = Below 60

Final Grades

The final grade in high schools offering the 7 period schedule is a semester grade. It is determined by giving equal value to each of the grades for each of the marking periods and the final exam.
 G + G+ E/3 = semester grade

Cumulative Grade Point Average (GPA)

Cumulative Grade Point Averages are based on final grades only. This average is computed by dividing the total number of quality points earned by the total number of courses attempted.

Unweighted (The GPA used for graduation and course requirements)	Weighted Courses (Honors Courses)	Weighted Courses (Advanced Placement [AP], Dual Enrollment courses)
	Class of 2017 and Beyond	Class of 2017 and Beyond
A= 4.0	A= 4.5	A= 5.0
B= 3.0	B= 3.5	B= 4.0
C= 2.0	C= 2.5	C= 3.0
D= 1.0	D= 1.5	D= 1.0
F= 0.0	F= 0.5	F= 0.0

High School Grade Level Placement

TO MOVE FROM:	STUDENT MUST:	STUDENT MUST PASS THESE COURSES:
Grade 9 → Grade 10	Earn 6 credits and complete 1 year of high school	credits MUST include → - English/Language Arts - Math - Science - Social Studies
Grade 10 → Grade 11	Earn 12 credits and complete 2 years of high school	credits MUST include → - 2 in English/Language Arts - 2 in Math - 2 in Science - 2 in Social Studies
Grade 11 → Grade 12	Earn 17 credits and complete 3 years of high school	credits MUST include → - 3 in English/Language Arts - min 2 required credits in science - min 2 required credits in social studies



AP Capstone

Discovery, Research, Distinction

AP Capstone is an innovative diploma program that helps students stand out in the college admissions process by developing the critical skills needed to succeed in college and in life. Students take AP Seminar, a course that develops analytic and inquiry skills, in 10th or 11th grade followed by AP Research, a course that engages students in independent research project on a topic of their interest.

To receive the AP Capstone Diploma students must earn scores of 3 or higher on the AP Seminar and AP Research exams and on four additional AP Exams of their choosing. The AP Seminar and research Certificate is awarded for scores of 3 or higher on the AP Seminar and AP Research Exams only.

This challenging program helps students deepen their passion for learning, gives them greater confidence in their academic skills, and provides a broader perspective on the world.

For more information, visit WWW.collegeboard.org/apcapstone and talk to your guidance counselor.

Course Listings

AP Capstone

AP CAPSTONE SEMINAR-QPT

Grade 11

Credit 1

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice

AP CAPSTONE RESEARCH-QPT

Grade 12

Credit 1

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

PINELLAS PARK ACADEMIES

Criminal Justice



The Criminal Justice Academy is a four-year magnet program at Pinellas Park High School, which provides students with an extensive understanding of the American legal system and the wide variety of careers found in that system. Career opportunities as attorneys, paralegals, legal assistants, federal and local law enforcement officers, corrections officials, forensics experts and many related criminal justice careers are fully explored as a key feature of the program. The academy will prepare students for entry into a four-year college, junior college, community college, police academy, vocational/technical school or a variety of entry-level positions after high school.

Admission to the Criminal Justice Academy is by application requiring students to meet criteria to be eligible for the program. Current eighth grade students interested in applying to the Criminal Justice Academy must have:

- Stanine equivalents of 5 or higher on FCAT or other standardized tests.
- Grade point average of 2.3 or higher for all work in 6th, 7th and 8th grades.
- Good discipline and attendance records.

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Current ninth grade students can be considered for entrance into the program as tenth grade students on an individual basis with grade averages from eighth and ninth grades serving as entrance criteria in addition to the other criteria listed above.

Students take their required academic courses, and their criminal justice classes with the teaching staff of the academy. The academy offers both honors and regular level courses along with electives chosen from those courses available to the general student body of the high school. By virtue of the criminal justice classes, students take the first step in achieving the Florida Vocational Gold Seal Scholarship.

Contact the Criminal Justice Academy for more information.

Course Progression for CJA

9 th Grade	10 th Grade	11 th Grade	12 th grade
<ul style="list-style-type: none"> ▪ English ▪ Math ▪ Biology ▪ AP Human Geography ▪ Criminal Justice I ▪ Elective ▪ Elective 	<ul style="list-style-type: none"> ▪ English ▪ Math ▪ Science ▪ World History ▪ Criminal Justice II ▪ H.O.P.E. ▪ Elective 	<ul style="list-style-type: none"> ▪ English ▪ Math ▪ Science ▪ Criminal Justice III ▪ Elective ▪ Elective 	<ul style="list-style-type: none"> ▪ English ▪ Math ▪ CJA Elective (1 credit) ▪ Criminal Justice IV ▪ American Gov't/ Economics ▪ Elective ▪ Elective

THE SPECIALIZED COURSES AT CJA:

Criminal Justice I (9th) & Criminal Justice II (10th)

These courses are required for freshmen and sophomores. They are overviews of the entire American legal system introducing the basic features of the criminal justice system and the court system. Students become familiar with the wide range of law-related careers.

Criminal Justice III (11th)

This is a year-long course taken by all juniors and covers a variety of subjects such a criminal investigations and forensic analysis.

Criminal Justice IV(12th)

In 12th grade, students take two classes each semester. Criminal Justice IV is a required year-long course that must be taken by all seniors. Each senior also chooses two of the following semester courses in addition to CJA IV.

*The following *courses are currently under review and subject to change:*

- **Introduction to Criminal Justice** (12th): This is a Dual Credit course which is an overview of criminal justice issues at a college level.
- **Court Procedures** (12th): Gives students opportunities to take part in mock trials and learn proper courtroom etiquette and processes.
- **Sociology*** (11th-12th): Sociology is an academic look at the make-up of society. A key element of the course will be the unit on criminology.
- **Speech*** (9th-12th): The skill to communicate is vital in all law-related careers. This class works with students on techniques to covey facts and ideas effectively.
- **Speech II** (9th – 12th): Expansion of fundamental skills covered in Speech I.
- **Public Service Directed Study**_(12th): Students will have the opportunity to complete two, semester-long internships at law enforcement agencies, attorneys’ offices, etc.

PPHS ACADEMIES

First Responders

The First Responders: National Guard Center for Emergency Management is a four-year magnet program. This unique and challenging program focuses on service to the community through a variety of careers in emergency management, planning and response. Students will acquire leadership and team-building skills through project-based learning, mock disaster drills, disaster preparedness training and other hands-on experiences with state-of-the-art equipment.



All First Responders will have the opportunity for online training, dual enrollment classes at St Petersburg College, internships/job training with real First Responders, involvement with civic organizations and participation in student organizations such as Skills USA and FPSA. Students will also have the opportunity to earn certifications in first aid, CPR, AED, homeland security, and other FEMA certifications. The magnet program will prepare students for entry into a four-year college, community college, vocational/technical school, service organizations or a variety of entry-level positions after high school.

Admission to the First Responder magnet program is by application. Current eighth grade students interested in applying to the First Responder magnet program must meet the following criteria:

- Complete application for the 9th grade.
- Maintain a 2.3 or higher GPA through middle school
- Earn Level or higher on the ELA Assessment
- Maintain good discipline and attendance records.
- Meet all entrance requirements at the conclusion of 8th grade

First Responders: National Guard Center for Emergency Management Sample 4 Year Plan

16 CORE CURRICULUM CREDITS

8 ADDITIONAL CREDITS

Current ninth grade students will be considered for admission to the program as tenth graders on an individual basis. Students applying for admission in the tenth grade must meet all admission criteria above, have above average grades for ninth grade, and commit to completing the four-year curriculum.

First Responder students take their required academic courses and their emergency management electives with the teaching staff of the First Responders magnet program. The First Responders magnet program offers both honors and regular level courses and electives are chosen from those courses available to the general student body of the high school. Students who complete the four year program meet the vocational course requirement for Gold Seal Scholarship. Contact the First Responders magnet program coordinator for more information

	<u>ENGLISH</u>	<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>	OTHER REQ COURSES	REQUIRED MAGNET ELECTIVES	RECOMMENDED ELECTIVES (Foreign Language required for university admission)
9	*English I	Algebra I *Geometry *Algebra II	*Biology I	World Cult Geography or AP Human Geography	Fine Arts	Emergency Management & Response I	
10	*English II	*Geometry *Algebra II Pre-Calc or student choice of higher **math	*Chemistry	**World History	HOPE	Emergency Management & Response II	Foreign Language year 1: <ul style="list-style-type: none"> • Spanish • French • Sign Language
11	*English III or AP English Language or ENC 1101 / 1102	*Algebra II Precalculus AP Calculus College Algebra or Statistics	Anat & Phys Hon; or student choice of **science	**American History		Emergency Management & Response III	Foreign Language year 2: <ul style="list-style-type: none"> • Spanish • French • Sign Language
12	English IV or AP English Literature or ENC 1101 / 1102	Precalculus AP Calculus College Algebra Statistics	Student choice of science Honors or AP level	**American Gov. **Economics		Emergency Management & Response IV	*Regular or Honors ** Regular, Honors or AP Level classes

Emergency Planning and Response 1: Topics include but are not limited to: First Responder career opportunities, job trends, and prerequisites, basic emergency planning including participation in a local emergency simulation, role of volunteer agencies in emergency preparedness and response, basic concepts of firefighting, preparation of written reports, and safety precautions as they relate to first responders including first aid and CPR. Year 1 students will secure basic first aid and CPR certification, participate in simulated disaster preparations and response, and volunteer in a community-based organization involved with emergency response. In addition, students will have the opportunity to shadow professionals in their identified area(s) of interest.

Emergency Planning and Response 2: Topics include but are not limited to: emergency management leadership and administrative structure, National Response Plan and homeland security, legal and ethical issues as they relate to first responders, effective communication in disaster situations, protection of infrastructure, search and rescue techniques, contamination of land, water, and air, and the role of science in natural disasters. Year 2 students will identify model appropriate responses to legal and ethical issues which may arise during emergency response, learn the use of appropriate communication devices such as HAM radio, write an appropriate press release for a given scenario, and participate in the use of GPS for tracking. These students will continue with job shadowing, participation in volunteer organizations, and join service organizations where appropriate.

Emergency Planning and Response 3: Topics include but are not limited to: psychological impacts during first responder situations, Armed Service agencies as first responders, hazardous materials identification,

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decontamination, and treatment, and terrorism as it relates to first responders. Year 3 students may participate in internships and / or dual enrollment coursework in their areas of interest. In addition, they will continue volunteer efforts and maintain CPR and first aid certifications.

Emergency Planning and Response 4: Topics include but are not limited to: employability skills and participation in mock disaster drills. Year 4 students will participate in "tabletop" simulation activities and perform disaster scene assessments and plan appropriate responses. Culmination of year 4 involves planning and participation in a mock disaster drill. Students will continue with internships, research, and/or dual enrollment in their identified area of interest. Year 4 students will continue their participation in volunteer efforts and maintain CPR and first aid certification.

EMS 1059C EMERGENCY MEDICAL RESPONDER-dual enrollment

This survey course is based on the National Standard Curriculum for Emergency Medical Responders at scenes of accident and/or illness is designed to prepare the student for emergency care of a victim, providing the skills and knowledge of care prior to the arrival of the Emergency Medical Technician/Paramedic. Recognition of symptoms and signs of impending danger to the patient's life and the accepted treatment modes for the conditions will be taught as well as techniques for extrication (light duty) of the accident victim.

Firefighter Program Description

The introduction to firefighting program prepares students to enter into a field relating to firefighting. The content includes, but is not limited to, orientation to the fire service, cultural aspects, communications, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of fire chemistry and behavior, ladders, hose, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency medical subjects. Students who turn 18 in their senior year can earn their FF1 Certification. In order to complete the certification process, the student must enroll and pass the Emergency Medical Responder curriculum. To comply with Florida Statute 69a the student must also be 18 at the time of participating in the live burn requirement and complete the "Task Book" requirement testing for State FF 1 Certification.

SY1: The first year includes both rigorous theory and hands-on learning about firefighting topics, and can lead to a certification when State of Florida administrative code requirements are met. Topics presented this year are: orientation to the fire service, personal protective equipment, extinguishers, communications, safety and health including physical fitness, fire behavior and life safety initiatives.

SY2: Students will build on their first year of firefighting. Topics include building construction, ropes and knots, tools and equipment, fire hose, fire streams, automatic sprinkler systems and hazardous materials. The prerequisite to this class is FF1, school year 1.

SY3: This is the final of 3 classes needed to comply with the 206 hour requirements of the Florida State Firefighter I certification. Chapter topics include: victim rescue, forcible entry, ladders, ventilation, water supply, fire control, loss control, origin and cause. FEMA IS-100, S-130 and 190 wildland firefighting courses will be taken as independent study during this year. The prerequisite to this class is FF1, school year 1 and 2.

Project Based Learning - Entrepreneurial Academy

Patriot Innovation Institute envisions a learning culture that empowers students to develop their unique talents, skills, and interests through **collaborative inquiry, creative exploration, and meaningful achievement**.

Patriot Innovation Institute makes learning meaningful and purposeful. Students work to master the same Florida Core Standards as other students, but do so in a unique setting that emphasizes problem solving and real world situations.

Students' education is personalized to meet their interests and learning styles. The typical classroom doesn't exist here. Instead, learning will exist in collaborative settings between students and teachers.

What Makes PI₂ Unique?

PROJECT BASED LEARNING

Our students will explore answers to difficult real-life problems through hands-on project based learning.

COLLABORATIVE LEARNING

Students collaborate on projects that require critical thinking in a culture that promotes communication and problem-solving skills.

ENTREPRENEURIAL SPIRIT

Participants will focus on ethical leadership and entrepreneurial know-how to turn today's students into tomorrow's leaders.

STUDENT EMPOWERMENT

Students are empowered to use their unique talents and interests to direct their own learning.

TECHNOLOGY THAT ENABLES

All classrooms have a one-to-one computing ratio allowing students to grow and flourish as self-directed learners.

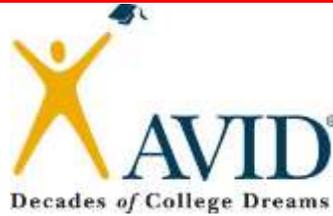
PERSONALIZED LEARNING

Students' distinct learning needs, interests, aspirations, and backgrounds will drive learning forward.



College Preapration

AVID's mission is to close the college readiness and success in a AVID, Advancement Via Individual designed to increase the number Although AVID serves all students in the academic middle. students and, with the AVID challenge.



achievement gap by preparing all students for global society.

Determination, is a college-readiness system of students who enroll in four-year colleges. students, it focuses on the least served The formula is simple - raise expectations of support system in place, they will rise to the

At the high school level, AVID students are enrolled in their school's toughest classes, such as Advanced Placement®, and receive support in an academic elective class - called AVID - taught within the school day by a trained AVID teacher. In the accelerated elective class, AVID students receive support through a rigorous curriculum and ongoing, structured tutorials. AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

AVID I

Grade Level 9

Credit 1

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop fundamental skills aligned with current curriculum. VID I

AVID II

Grade Level 10

Credit 1

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop basic skills aligned with current curriculum.

AVID III & IV

Grade Level 11-12

Credit 1

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop basic skills aligned with current curriculum.



Graduation Requirements by Cohort

Please note that each student is governed by the policies from the year in which they first entered ninth grade. The year of high school entry determines the student's "cohort." Each cohort has different graduation requirements. The charts on the following pages should be used as a guide when planning your academic program. It is very important that students become aware of the specific graduation requirements for their diploma options and cohort.

Graduating Class of 2018

Students Entering Grade Nine in the 2014-2015 School Year

English & Language Arts	4 Credits: <ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
Mathematics	4 Credits: <ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
Science	3 Credits <ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
Social Studies	3 Credits <ul style="list-style-type: none"> ▪ 1 credit in World History and 1 credit in U.S. History ▪ .5 credit in U.S. Government ▪ .5 credit in Economics with Financial Literacy
Fine and Performing Arts	1 Credit Course Options: Art, drama, music, printing, Into to Information Technology and Digital Design
Physical Education	1 credit physical education course with an integration of health
8 Elective Credits	8 Credits
Online Course	1 Credit
Statewide and EOC Assessments	<p>Students must pass the following statewide assessments:</p> <ul style="list-style-type: none"> ▪ 10th grade state standardized reading assessment (or ACT/SAT concordant score) ▪ Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.) <p>Students must participate in the EOC assessments and the results constitute 30% of the final grade. The assessments include:</p> <ul style="list-style-type: none"> ▪ Algebra I ▪ Biology I ▪ Geometry ▪ U.S. History

Graduation Requirements by Cohort

Graduating Class of 2019 Students Entering Grade Nine in the 2015-2016 School Year

Subject Area & Testing	24 Credit Standard Diploma Option
English & Language Arts	4 Credits: <ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
Mathematics	4 Credits: <ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
Science	3 Credits <ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
Social Studies	3 Credits <ul style="list-style-type: none"> ▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ .5 credit in U.S. Government ▪ .5 credit in Economics with Financial Literacy
Fine and Performing Arts	1 Credit Course Options: Art, drama, music, printing, Intro to Information Technology and Digital Design
Physical Education	1 credit physical education course with an integration of health
8 Elective Credits	8 Credits
Online Course	1 Credit
Statewide Assessments	Students must pass the following statewide assessments: <ul style="list-style-type: none"> ▪ 10th grade state standardized reading assessment (or ACT/SAT concordant score) ▪ Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)
EOC Assessment	Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade in the following subjects: <ul style="list-style-type: none"> ▪ Algebra I ▪ Biology I ▪ Geometry ▪ U.S. History

Graduation Requirements by Cohort

Graduating Class of 2020 Students Entering Grade Nine in the 2016-2017 School Year

Subject Area & Testing	24 Credit Standard Diploma Option
English & Language Arts	4 Credits: <ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
Mathematics	4 Credits: <ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
Science	3 Credits: <ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
Social Studies	3 Credits: <ul style="list-style-type: none"> ▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ .5 credit in U.S. Government ▪ .5 credit in Economics with Financial Literacy
Fine and Performing Arts	1 Credit Course Options: Art, drama, music, printing, Into to Information Technology and Digital Design
Physical Education	1 Credit physical education course with an integration of health
8 Elective Credits	8 Credits
Online Course	1 Credit
Statewide Assessments	Students must pass the following statewide assessments: <ul style="list-style-type: none"> ▪ 10th grade state standardized reading assessment (or ACT/SAT concordant score) ▪ Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)
EOC Assessment	Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade in the following subjects: <ul style="list-style-type: none"> ▪ Algebra I ▪ Biology I ▪ Geometry ▪ U.S. History

Graduation Requirements by Cohort

Please note that each student is governed by the policies from the year in which they first entered ninth grade. The year of high school entry determines the student's "cohort." Each cohort has different graduation requirements. The charts on the following pages should be used as a guide when planning your academic program. It is very important that students become aware of the specific graduation requirements for their diploma options and cohort.

Graduating Class of 2021

Students Entering Grade Nine in the 2017-2018 School Year

English & Language Arts	4 Credits: <ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
Mathematics	4 Credits: <ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
Science	3 Credits <ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
Social Studies	3 Credits <ul style="list-style-type: none"> ▪ 1 credit in World History and 1 credit in U.S. History ▪ .5 credit in U.S. Government ▪ .5 credit in Economics with Financial Literacy
Fine and Performing Arts	1 Credit Course Options: Art, drama, music, printing, Into to Information Technology and Digital Design
Physical Education	1 credit physical education course with an integration of health
8 Elective Credits	8 Credits
Online Course	1 Credit
Statewide and EOC Assessments	<p>Students must pass the following statewide assessments:</p> <ul style="list-style-type: none"> ▪ 10th grade state standardized reading assessment (or ACT/SAT concordant score) ▪ Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.) <p>Students must participate in the EOC assessments and the results constitute 30% of the final grade. The assessments include:</p> <ul style="list-style-type: none"> ▪ Algebra I ▪ Biology I ▪ Geometry ▪ U.S. History

Graduation Requirements

Legislation

Florida students entering grade nine may choose from one of four options to earn a standard diploma. They are

- 24-credit program*
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum

Florida's public high school graduation requirements are specified in the following sections of Florida Statute (F.S.):

- Section [1003.4282](#), F.S., Requirements for a standard high school diploma (effective July 1, 2013)
- Section [1002.3105](#), F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL) options

*In addition to the four options available for students to earn a standard diploma listed above, Rule [6A-1.09963](#), Florida Administrative Code (F.A.C.), *High School Graduation Requirements for Students with Disabilities*, outlines two additional options that students with disabilities may complete within the 24-credit program. These include

- specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum.
- specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

For additional information on exceptional student education programs, visit the [Bureau of Exceptional Education and Student Services](#) web page.

[Resource: Secondary Student Progression: 2015-2016 Frequently Asked Questions](#) (PDF)

For more information on local public school district graduation programs, contact the [school district](#).

Standard High School Diploma Designations

Students may earn one or more designations on their standard high school diploma—the scholar designation and the merit designation per s. [1003.4285](#), F.S. Requirements are listed in the graduation requirements charts by grade nine entering cohort year.

State Assessments for High School Graduation

Information related to statewide assessment requirements is available in [Graduation Requirements for Florida's Statewide Assessments](#) (PDF).

College and Career Readiness

Students starting out in college or a career need to be well prepared. The transition from high school or the workforce to college can be a challenge for some students, especially those who are not aware of the expectations and requirements for entering college level coursework. Once admitted to a college, students may take a college placement test to identify the appropriate courses for the individual's skill level. The resources below provide information regarding college and career readiness in Florida.

Definition

Students are considered college and career ready when they have the [knowledge, skills, and academic preparation](#) (Word) needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement.

Knowledge

To be considered “college and career” ready, students must demonstrate mastery of the Florida Postsecondary Readiness Competencies in English and mathematics that have been identified through a cross-sector collaborative effort by Florida's K12, college and university faculty. Students demonstrate proficiency by achieving passing-level scores in reading, writing and mathematics on the [Postsecondary Education Readiness Test](#) (PERT) or an approved alternative. Students scoring below state-adopted common cut scores in these discipline areas are required to enroll in and successfully complete developmental education (remedial) courses in the areas of their deficiencies prior to enrollment in postsecondary, General Education, college-credit courses.

Higher levels of demonstrated competence in mathematics, language arts, the natural sciences, and the social sciences increase the options available to a student (e.g., selective university enrollment, high-skill occupation) and the likelihood that a student will succeed in postsecondary education and the skilled workforce. These higher levels of competency may be measured by SAT and/or ACT scores, in addition to earning postsecondary credits through AP, IB, Dual Enrollment, or AICE programs; or by earning state-approved industry certifications.

Skills

Students who succeed in higher education and the workforce tend to demonstrate a maturity that is evidenced by the following observable dispositions and behaviors which have been identified by Florida postsecondary faculty as well as business and industry leaders:

- Effective communication skills
- Critical thinking and analytical skills
- Good time management skills
- Intellectual curiosity
- A commitment to learning

Academic Preparation

To be considered for admission to a degree program in a Florida postsecondary institution all students must, at minimum, possess a standard high school diploma or its equivalent as defined in Florida statutes and State Board of Education rule. Additionally, for students to attain the knowledge, skills, and abilities sufficient to support “college and career” ready standards, it is recommended that all currently enrolled Florida secondary students successfully complete a minimum of 16 high school credits in core content areas that include:

- 4 credits in mathematics including Algebra 1, Geometry and Algebra 2
- 4 credits in English that include grammar, writing, and literature
- 3 credits in science that include the physical, life and earth space sciences

Courses Available for the 2017-18 School Year

<u>SOCIAL STUDIES</u>	<u>LANGUAGE ARTS</u>		<u>ART</u>	<u>DRAMA</u>	<u>ESOL</u>
AM GOVT (s)	ENG I	Criminal Justice Academy	CREATING 2-D ART (s)*	THEATRE CINE & FILM*	ENG I ESOL
AM GOVT HON (s)	ENG I HON		CREATING 3-D ART (s)*	INTRO TO DRAMA (s) *	ENG II ESOL
ECON FIN LIT (s)	ENG II	First Responder Academy	2 D STUDIO ART I	THEATRE IMPROV *	ENG III ESOL
ECON FIN LIT HON(s)	ENG II HON		2 D STUDIO ART II	THEATRE I *	ENG IV ESOL
AP ECONOMICS	ENG III	PATRIOT INNOV		THEATRE II *	ESOL DLA A
WRLD HISTORY	ENG III HON		3 D STUDIO ART I AND II	THEATRE III *	ESOL DLA B
WRLD HISTORY HON	AP ENG LANG	<u>WORLD LANGUAGES</u>	3 D STUDIO ART III	THEATRE IV *	
AP WORLD HISTORY	ENG IV HON	AM SIGN LANG I	AP STUDIO ART 2D *		PTEC COURSES
US HISTORY	ENG IV COLL PREP	AM SIGN LANG II			PTEC COURSE (3 pds)
US HISTORY HON	AP ENG LIT	AM SIGN LANG III HON			
AP US HISTORY	ENC 1101 ENC 1102^^	AM SIGN LANG IV	<u>INDUSTRIAL ED</u>	<u>MUSIC</u>	<u>ESE</u>
AP EUROPEAN HIST	READ COLL SUCCESS 9-12	FRENCH I	AUTOBODY I	CONCERT BAND I / II/ III / IV*	SCL PRSNL SKILLS
AP HUMAN GEO	INTENSIVE READING 9-10	FRENCH II	AUTOBODY II	ORCHESTRA I/II/III *	LRNG STRAT 9 th
AP PSYCHOLOGY	CREATIVE WR I (s)	FRENCH III HON	AUTOBODY III	AP MUSIC THEORY	LRNG STRAT 10 th
PSYCHOLOGY I (s)	CREATIVE WR II (s)	FRENCH IV HON	AUTOBODY IV	GUITAR I / II / III / IV *	LRNG STRAT 11/12
PSYCHOLOGY II (s)	JOURN I, II, III - YB*	FRENCH V HON	AUTOBODY V	KEYBOARD I / II / III / IV *	
SOCIOLOGY (s)	LOGIC		PRINTING I *	CHORUS I *	
WORLD RELIGIONS (s)		SPANISH I	PRINTING II *	CHORUS II *	PINELLAS VIRTUAL
WORLD CULT GEOG	<u>AVID</u>	SPANISH II	PRINTING III *	CHORUS III *	HOPE (full yr class)
AFRICAN AMER HIST	AVID I,II,III,IV	SPANISH III	PRINTING IV *	CHORUS IV *	
		SPANISH IV HON	PRINTING V *	EURHYTHIMICS	ECN FIN LIT (s)
AP ART HIST		AP SPANISH LANG			AMERICAN GOVT (s)
AMER NATL GOVT ^^	<u>MATHEMATICS</u>	SPAN FOR SPAN SPKRS		<u>APEX</u>	SOCIOLOGY (s)
INTNL RELATIONS ^^	AP CALCULUS AB			LIST NEEDED COURSE	
<u>SCIENCE</u>	COL ALGEBRA^^ (s) STATISTICS ^^ (s)	<u>DRIVERS EDUCATION</u>		1)	<u>AP ELECTIVES</u>
AP BIOLOGY	ALG 1A/1B BLK	DRIVERS ED (s)	<u>BUSINESS & DCT</u>	2)	AP SEMINAR/CAPSTONE
AP ENVTL SCI	ALG I		DIGITAL INFO TECH *	3)	AP RESEARCH
ANAT PHYSIO	ALG I CR / EOC (s)		BUSINESS ENTREP PRIN	<u>FAM/ CONS SCIENCES</u>	AP COMPUTER SCIENCE
ANAT PHYSIO HON	LIB ARTS MATH I	<u>PHYS ED / HEALTH</u>	DIG DESIGN I-III *	NUTRITION & WELL(s)	
BIOLOGY I	GEOMETRY	HOPE	PRACTICAL ARTS	PRIN FOOD PREP (s)	DUAL ENROLL ELECTIVES
BIOLOGY I HON	GEOMETRY HON	TEAM SPTS I (s)	BUSINESS SOFTWARE APP	CHILD DEV (s)	THE COLLEGE EXP^^ 2.5 GPA
CHEMISTRY I	FINANCIAL ALG	TEAM SPTS II (s)	DCT PRIN	FOOD SCI & SAFETY	EXEC INTERNSHIP ^^
CHEMISTRY I HON	ALGEBRA II	BASKETBALL (s)	DCT APPLICATION		DUAL ENR - off campus
ENVTL SCI	ALGEBRA II HON	BEG VOLLEYBALL (s)	DCT - OJT		
MARINE SCI / HON	MATH FOR COLL READINESS	INT VOLLEYBALL (s)	WORKPLACE ESS (s)	* - meets Fine Art graduation requirement	
MARINE SCI II HON	PROB & STATS	ADV VOLLEYBALL (s)		^^ - dual enrollment; must have 3.0 unww gpa and pass placement test	
PHYSICS I HON	PRECALCULUS	WGT TRNG 1-3 (s)			

Course Listings

English & Language Arts

English I

Grade Level 9

Credit 1

English I will focus on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements, and on using the writing process to produce various types of papers. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

English Honors I-QPT

Grade Level 9

Credit 1

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements and on using the writing process to produce various types of papers. Advanced speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. 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. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

English II

Grade Level 9-10

Credit 1

English II focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices, and themes and on using the writing process to produce specified types of papers. Speaking and listening skills, vocabulary skills, study skills, reference skills, and a study of mass media are also included.

English Honors II-QPT

Grade Level 9-10

Credit 1

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices, and themes and on using the writing process to produce specified types of essays.

Advanced speaking and listening skills, vocabulary skills, study skills, reference skills, a study of mass media, and practical writing are also included. Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. 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. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

English III

Grade Level 10-11

Credit 1

This course focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of major authors, periods, features, and themes of American literature and on using the writing process to produce specified types of papers, including literary analysis, the persuasive essay, and the brief research paper. Speaking and listening skills, vocabulary development, study skills, and reference skills are also included.

English Honors III-QPT

Grade Level 10-11

Credit 1

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors, periods, features, and themes of American literature and on using the writing process to produce specified types of papers, including literary analysis, the persuasive essay, and the brief research paper. Advanced speaking and listening skills, vocabulary development, study skills, and reference skills are also included. Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. 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. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

English IV Honors -QPT

Grade Level 11-12

Credit 1

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors and periods of British and world literature and on using the writing process to produce specified types of papers, including literary analysis, the argumentative essay, and the research paper. Advanced speaking and listening skills, vocabulary development, reference and study skills, and the history of the English language are also included. Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. 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. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

English IV: Florida College Prep

Grade Level 12

Credit 1

All students who do not score "college ready" on a college placement test and score a Level 2 or Level 3 on the FCAT Reading test are required to take English IV: Florida College Prep during their 12th grade year. The purpose of this course is to prepare 12th grade students for the demands of college level reading and writing. Students will read, analyze, evaluate, and respond to various kinds of texts. Students will write effective arguments, explanatory, narrative, and research pieces. Students will collaborate, present research, and use the conventions of standard English grammar and usage appropriately in writing and speaking. Students will increase their vocabulary and read and write using a wide variety of texts. Students are required to take an exit test at the end of the course.

Advanced Placement English: Language and Composition-QPT

Grade Level 11, 12 (in some cases, grade 10)

Credit 1

The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading. AP Language and Composition may take the place of the English III (or other appropriate) requirement. AP courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP courses are recommended for students with an average English grade of C or higher, or enrollment in AVID. **Students are required to take the Advanced Placement examination.**

Advanced Placement English: Literature and Composition-QPT

Grade Level 12 (in some cases, grade 11)

Credit 1

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. AP Literature and Composition may take the place of the English IV (or other appropriate) requirement. AP courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

Students are required to take the Advanced Placement examination.

ENC 1101 COMPOSITION I - Dual Enrollment

Prerequisite: (ENC 0020) and (prerequisite or co-requisite REA 0002) or EAP 1695 or appropriate scores on the Writing and Reading placement tests. This 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. Conferences provide individual instruction. Sections of computer-assisted and individualized instruction are offered. This course partially satisfies the writing requirements outlined in the General Education Requirements. Credit is only given for one of the following: ENC 1101, ENC 1121H or IDS 1101H. 47 contact hours.

ENC 1102 COMPOSITION II- Dual Enrollment

Prerequisite: (ENC 1101 or ENC 1121H) and (REA 0002 or EAP 1695) or appropriate scores on the English and Reading placement test. This course builds upon the skills developed in Composition I. It provides further instruction in the planning, organization, and writing of essays. It stresses methods of library research including information retrieval from electronic sources, and emphasizes writing of the research paper and the paper of literary interpretation. The reading includes selections from at least two forms of literature. This course partially satisfies the writing requirements outlined in the General Education Requirements. Credit is not given for both ENC 1102 and ENC 1122H. 47 contact hours.

Reading for College Success

Grade Level 9-10

Credit 1

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

Intensive Reading: Double Block

Grade Level: 9 - 10

Credit 2

This course requires a 90-minute block for an entire year. This course will adhere strictly to Scholastic's Read 180 model, which involves phonemic awareness, phonics, fluency, comprehension, and vocabulary instruction. This course is to provide students in need of instruction in decoding and text reading efficiency.

Reading for College Success

Grade Level 11-12

Credit ½, May earn multiple credits

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

Creative Writing I- Elective

Grade Level 9-12

The purpose of this course is to develop writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to, the following: development of and practice in writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction.

Creative Writing II- Elective

Grade Level 9-12

The purpose of this course is to extend the development of the writing and language skills needed for individual expression in the literary forms as introduced in Creative Writing I. The content should include, but not be limited to, the following: instruction and practice in writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays, and nonfiction. The technical aspects of publishing student work in literary publications will also be included.

Journalism I (Yearbook)

Grade Level 9-12

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes

Journalism II (Yearbook)

Grade Level 9-12

Credit 1

The purpose of this course is to develop writing skills through practice in journalistic writing. Emphasis is placed on gathering information, writing articles, and exploring career opportunities in journalism. Students prepare materials for publication.

Journalism III (Yearbook)-QPT

Grade Level 10-12

Credit 1

The purpose of this course is to improve writing and production skills related to journalistic media. Emphasis is placed on writing in a variety of styles. Students apply organizational and managerial skills in the production of various publications.

[pg 1](#) [course page](#)

Course Listings

Math

Algebra 1

Grade Level 9

Credit 1

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the algebra skills needed to solve real-world and mathematical problems. Topics shall include, but not be limited to, sets, ratios, proportions, radical expressions, variables, the real number system, equations and inequalities, graphs, systems of linear equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, quadratic equations, Venn diagrams, coordinate geometry, problem solving strategies, and literacy strategies. Grades are assigned through completion of course work. Credit is received by obtaining an achievement level of 3, 4, or 5 on the Algebra EOC.

Algebra 1A (One-year Double Block- Semester 1)

Grade Level 9

Credit 1

This course is the first half of the algebraic content for the algebra one program. Topics shall include, but not be limited to, the real number system with emphasis on rational and irrational numbers, sets, variables, algebraic expressions, patterns, relations and functions, solutions to linear equations and inequalities, rates, ratios, proportions, coordinate geometry, graphs, Venn diagrams, real-world problems, problem solving strategies, and literacy strategies.

Algebra 1B (One-year Double Block-Semester 2)

Grade Level 9-10

Credit 1

This course is the second half of the algebraic content of a two-year algebra program. Topics shall include, but not be limited to, ratios, proportions, radical expressions, algebraic notation, polynomials, factoring, coordinate geometry, graphs, solutions to linear, quadratic, and systems of equations and inequalities, real-world applications, problem solving strategies, and literacy strategies. Algebra 1A and Algebra 1B completes the algebraic content that will be assessed on the Algebra EOC.

Algebra I Credit Recovery

Grade Level: 9 – 12

Credit: .50 (1/2)

Prerequisite: Level 1 or 2 on the Algebra I EOC exam

The purpose of this course is to provide review of the content of Algebra 1 for the purpose of raising the EOC exam outcome to a level 3 or above. This course may be used as a "forgiveness" grade for Algebra 1 if needed.

Financial Algebra

Grade Level 9 – 12

Credit 1

This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Algebra, Geometry, Number and Quantity, and Statistics, and the Florida Standards for High School Modeling. The course also includes Financial Literacy Standards found in Social Studies. The financial literacy focus of this course provides a real-life framework to apply upper-level mathematics standards.

Geometry

Grade Level 9-12

Credit 1

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, spheres, trigonometric ratios, problem solving strategies and literacy strategies.

Geometry Honors

Grade Level 9-12

Credit 1

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, truth tables, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, vectors, Fibonacci sequence, golden ratio, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, cross sections, spheres, coordinate geometry, trigonometric ratios, problem solving strategies and literacy strategies.

Liberal Arts Mathematics I

Grade Level 10-11

Credit 1

The purpose of this course is to strengthen Algebra 1 skills and to explore informal geometry. State assessment skills will be reinforced. Topics shall include, but not be limited to, laws of exponents, real number properties and operations, graphs, functions, equations and inequalities, quadratic equations, coordinate geometry, polygons, quadrilaterals, triangles, solids, data sets, measures of central tendency, real-world applications, problem solving strategies and literacy strategies. Students may not earn credit in both Liberal Arts Mathematics courses. *Note: This course is not recognized by the State University System as meeting a core course.*

Algebra II

Grade Level 9-12

Credit 1

The purpose of this course is to continue the study of the structure of algebra and to apply these skills to fields such as science, social science, statistics, and health-related fields. Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, rational expressions and equations, absolute value, direct, inverse and joint variation, arithmetic and geometric sequences and series, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomials, problem solving strategies and literacy strategies.

Algebra II Honors

Grade level 9-12

Credit 1

Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, absolute value, direct, inverse and joint variation, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomial equations and inequalities, Binomial Theorem, radical expressions, non-linear systems of equations, conic sections, sigma notation, arithmetic and geometric sequences, equations of circles, real-world applications, problem solving strategies and literacy strategies.

Math for College Readiness

Grade level 12

Credit 1

This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for mathematics, indicating that they are not yet college ready in mathematics. This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: an introduction to functions, linear equations and inequalities, solving systems of equations, rational equations and algebraic fractions, radicals and rational exponents, factoring and quadratic equations, complex numbers, and the Common Core Standards for High School Modeling. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

Note: This course is required for seniors who do not demonstrate proficiency on the mathematics portion of the Postsecondary Education Readiness Test (PERT) administered during their junior year.

Probability and Statistics with Applications

Grade Level 11-12

Credit 1

The purpose of this course is to explore the concepts of probability and elementary statistics. Topics shall include, but not be limited to, random experiments, probability concepts, counting principles, permutations, combinations, sample spaces, binomial distribution, concepts of descriptive statistics, measures of central tendency, measures of variability, normal distribution, statistical applications including hypotheses testing, real-world applications, problem solving strategies and literacy strategies.

Pre-Calculus

Grade 10-12

Credit 1

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, trigonometric/circular functions, arithmetic and geometric series, concept of limits, vectors, conic sections, polar coordinate systems, mathematical induction, parametric equations, complex numbers, real-world applications, problem solving strategies and literacy strategies.

Advanced Placement Calculus AB-QPT

Grade Level 11-12 Credit: 1

Prerequisite Credit in Trigonometry and Analytic Geometry or Pre-Calculus

The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content is specified by the Advanced Placement Program. *Note: Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.*

College Algebra – Dual Enrollment

Prerequisite: MAT 1033 with a grade of C or better (recommend MAT 1033 taken within the last two years), or appropriate score on the SPC mathematics placement test. Major topics include: functions and functional notation; domains and ranges of functions; graphs of functions and relations; operations on functions; inverse functions; linear, quadratic and rational functions; absolute value and radical functions; exponential and logarithmic properties, functions and equations; systems of equations and inequalities; applications such as curve fitting, modeling, optimization, exponential and logarithmic growth and decay. (Credit is not given for both MAC 1105 and Mac1106. With a grade of c or higher students, earn 3 elective college credits.

Statistics –Dual Enrollment

This course includes concepts taken from topics which include descriptive statistics, measures of central tendency and dispersion, probability, probability distributions, relative frequency distributions, sampling distributions, binomial distribution, normal distribution, the student's t distribution, the Chi-square distribution, estimation using confidence intervals, hypothesis testing, linear regression , correlation, and nonparametric statistics.

Course Listings

Science

Biology I

Grade Level 10-11

Credit 1

This course focuses on the study of life through the examination of fundamental concepts such as cellular biology, genetics, ecology, evolution and physiology. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines. Students learn scientific writing skills and also examine current biological issues. Students are required to take the state Biology End-of-Course Exam.

Biology I Honors-QPT

Grade Level 9-12

Credit 1

Advanced 8th grade science course

This advanced course will cover essentially the same topics as regular biology, but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Students are required to take the state Biology End-of-Course Exam.

Advanced Placement Biology-QPT

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

The purpose of this course is to provide a college level course in biology, and to prepare the student to seek credit and/or appropriate placement in college biology courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Biology II Honors to insure sufficient time for the required laboratory experiences.

Note: Students are required to take the Advanced Placement examination.

Chemistry I

Grade Level 10-12

Credit 1

Prerequisite Algebra I

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

Chemistry I Honors-QPT

Grade Level 10-12

Credit 1

Prerequisite Geometry or concurrent Geometry

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

Environmental Science

Grade 10-12

Credit 1

The purpose of this course is to study man's interaction with the environment. The content should include, but not be limited to the following: forms of pollution, conservation, environmental planning and policy, public land usages, population dynamics and major forms of energy.

Advanced Placement Environmental Science-QPT

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

The purpose of this course is to provide a college level course in environmental science, and to prepare the students to seek credit and/or appropriate placement in college environmental science courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Earth/Space Science Honors to insure sufficient time for the required laboratory experiences. *Note: Students are required to take the Advanced Placement examination.*

Physics I Honors-QPT

Grade Level 10-12

Credit 1

Prerequisite Algebra II

This course will provide students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Topics include energy, heat, light, electricity and nuclear physics.

Advanced Placement Physics-OPT

Grade Level 11-12

Credit 1

Prerequisite Chemistry and Physics

The purpose of this course is to provide a college level course in physics and to prepare the students to seek credit and/or appropriate placement in college physics courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Physics II Honors to insure sufficient time for the required laboratory experiences.

Note: Students are required to take the Advanced Placement examination.

Anatomy and Physiology

Grade Level 11-12

Credit 1

Prerequisite Biology I

This course will provide students with a general introduction to the structure and function of the components of the human body.

Topics such as cells and tissues, skeletal system, muscular system, nervous system, sensory organs, immune response, and inheritance are included.

Anatomy and Physiology Honors-QPT

Grade Level 11-12

Credit 1

Prerequisite Biology I and Chemistry

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

Marine Science I

Grade Level 11-12

Credit 1

Prerequisite Biology

This course is designed to present an integrated overview of the principles and concepts of the geology, chemistry, physics, and biology as they relate to the world's oceans.

Marine Science I Honors-QPT

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

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

Marine Science II Honors-QPT

Grade Level 11-12

Credit 1

Prerequisite Marine Science I Honors

This course will provide an in-depth study of the marine environment begun in marine science. Its goal is to present science in a social context and to give students the foundation needed to be intelligent participants in important societal discussions that involve environmental issues touching on oceans, climate and coastal zones.

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Course Listings

Social Studies

American Government

Grade Level 9

Credit 1/2

Students gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in contemporary American society.

American Government Honors-QPT

Grade Level 9

Credit 1/2

Students gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in contemporary American society. Students in an honors class will study and analyze primary source documents, write document based question essays, and incorporate additional reading and current events.

World History

Grade Level 10

Credit 1

Students explore their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

World History Honors-QPT

Grade Level 10

Credit 1

Students examine their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Students in an honors class will study and analyze primary source documents, write document based question essays, and incorporate additional reading and current events.

Advanced Placement World History-QPT

Grade Level 10

Credit 1

Students understand the development of civilizations of the world within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. *Note: Students are required to take the Advanced Placement examination*

United States History

Grade Level 11

Credit 1

Students explore the development of the United States from the Reconstruction period to the current time within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

United States History Honors-QPT

Grade Level 11

Credit 1

Students examine the development of the United States from the Reconstruction period to the current time within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Students in an honors class will study and analyze primary source documents, write document based question essays, and incorporate additional reading and current events.

Advanced Placement United States History-QPT

Grade Level 9-12

Credit 1

Students analyze the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. *Note: Students are required to take the Advanced Placement examination.*

Economics with Financial Literacy

Grade Level 9-12

Credit 1/2

Students examine choices they must make as producers, consumers, investors and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its unlimited wants.

Economics with Financial Literacy Honors- QPT

Grade Level 9-12

Credit 1/2

Students analyze choices they must make as producers, consumers, investors and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its unlimited wants. Students in an advanced course will be assigned additional reading and writing assignments.

Advanced Placement Microeconomics-QPT

Grade Level 9-12

Credit ½

Students acquire the decision-making tools necessary for understanding that society must organize its limited resources to satisfy its unlimited wants, and understand the factors that influence the economic system. Students are required to take the Advanced Placement examination.

Advanced Placement Macroeconomics-QPT

Grade Level 9-12

Credit ½

Students analyze the choices they must make as producers, consumers, investors, and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding that a society must organize its limited resources to satisfy its unlimited wants. Students are required to take the Advanced Placement examination.

Advanced Placement Human Geography-QPT

Grade 11-12

Credit 1

Students prepare to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and change over time. *Note: Students are required to take the Advanced Placement examination.*

African American History

Grade: 9 – 12

Credit: 1

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.

World Cultural Geography

Grade 11-12

Credit 1

The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Students learn geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, and the interrelationships and interdependence of world cultures.

World Religions

Grade 11-12

Credit 1/2

Students acquire an understanding of the way people in different cultures satisfy their spiritual needs. Students understand the place of religion in culture, the importance that has been attached to religion in peoples' lives and the relationship between religion and other social institutions.

Sociology

Grade 11-12

Credit 1/2

Students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

Psychology I

Grade 11-12

Credit 1/2

Through study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

Psychology II

Grade 11-12

Credit 1/2

This advanced study involves students in an analysis of human behavior, interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

Advanced Placement Psychology-QPT

Grade 11-12

Credit 1

Analyze human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. *Note: Students are required to take the Advanced Placement examination*

Advanced Placement European History-QPT

Grade 12

Credit 1

Students acquire an understanding of the history of Europe from the Renaissance to the present. . *Note: Students are required to take the Advanced Placement examination*

Advanced Placement Art History – QPT

Grades:

Credit: 1

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

American National Government – Dual Enrollment

Grades 11-12

This survey dual enrollment course provides a comprehensive examination of the American political system. Through this course students will become familiar with theory, organization, principles, and function of the American national government, and various elements within the political system that work to shape policy outcomes.

International Relations – Dual Enrollment

Grades 11-12

Credit 1/2

This dual enrollment course is an introductory study of the factors that affect relations among nations, including the development of nationalism; the elements that determine national power; the formulation of foreign policy; the art of diplomacy; the history and application of international law; international economics; international organizations; militarism and war; case studies involving the above; and contemporary events in international relations. American National Government is a prerequisite.

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Course Listings

Fine and Performing Arts

Drama

Introduction to Drama

Grade Level 9-12

Prerequisite-None

The purpose of this course is to introduce students to the study and practice of dramatic arts. Emphasis is placed on acquiring knowledge of the history, tradition, literature, and operations areas of the theatre. Opportunities for beginning experiences in acting and stagecraft are included.

Theatre Cinema and Film Production

Grade Level 9-12

Prerequisite - None

In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

Theatre Improvisation

Grade Level 9-12

Prerequisite - None

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a standalone art form and as an acting methodology. 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.

Theatre I

Grade Level 9-12

Prerequisite-None

This year-long, foundational class, designed for students with little or no theatre experience, promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

Theatre II

Grade Level 10-12

Prerequisite -Theater I

Description Pending Board Approval: This year-long, intermediate-level class, designed for students with a year of experience or more, 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.

Theatre III

Grade Level 10-12

Prerequisite -Theater II

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.

Fine and Performing Arts Music

Guitar I, II, III

Grade Level 9-12

Prerequisite - None

The students will develop the ability to perform chords and melodies using correct hand positions, play chords and melodies in selected keys and demonstrate knowledge of music reading and vocabulary.

Keyboard I, II, III, IV

Grade Level 9-12

Prerequisite - Previous Level Course

This course will provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. Content includes the development of music fundamentals, appropriate vocabulary, and listening skills.

Concert Band I, II, III, IV

Grade Level 9-12

Prerequisite - Previous Level Course

The purpose of this course is to provide students with the opportunity to develop technical skills on band instruments in an ensemble setting. The content will include developing performance techniques and reading musical notation. *Note Band will be split into 3 separate courses: Band for Brass instruments, Band for Wind instruments, Band for Percussion. Students should indicate their choice on the request form.*

Eurhythmics

Grade Level 9-12

Prerequisite - None

The purpose of this course is to provide students with instruction in the development in the art of performing movements in rhythm using musical accompaniment. Content will include basic terminology related to music and movement and the understanding of safety practices related to eurhythmic activities including warm-up and cool-down.

Orchestra I, II, III

Grade Level -9-12

Prerequisite - Previous Level Course

Development of fundamental music skills, appropriate tone production and performance techniques on orchestral instruments. The content will include the knowledge of basic rhythmic values and meters and identification of simple musical terms.

Chorus I, II, III, IV

Grade Level 9-12

Prerequisite - Previous Level Course

The purpose of this course is to develop vocal techniques and musicianship skills through the study of varied choral literature. The content will include fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation. *Chorus will be split into 3 separate courses: Chorus (women) I, Chorus (women) II, Chorus (women) III/IV, Chorus (men) I/II/III/IV*

Students should indicate their choice on the request form.

Advanced Placement Music Theory-QPT

Grade Level 10-12

Prerequisite -Music Theory III or Audition /Demonstration of skill knowledge

The purpose of this course is to develop the student's abilities to recognize and understand the tonal rhythmic nature of any music that is heard or read in the score. The content will include the development of music theory skills, i.e., aural and notational skills, composition, harmonization and counterpoint. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Fine and Performing Arts

Visual Art

Creating Two-Dimensional Art

Grade Level

9-12

Prerequisite - None

The course includes basic two dimensional design essential art concepts and will include instruction in painting and drawing.

Two-Dimensional Studio Art I, II

Grade Level 10-12

Prerequisite—Previous course

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.

Creating Three-Dimensional Art

Grade Level 9-12

Prerequisite - None

The course includes basic three dimensional design and essential art concepts including paper, plaster and clay.

Three-Dimensional Studio Art II, III

Grade Level 10-12

Prerequisite—Previous course

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

Advanced Placement Studio 2D and 3D

Grade Level: 10 - 12

This course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The program consists of three portfolios – 2-D Design, 3-D Design and Drawing – corresponding to common college foundation courses. Instruction will address three major concerns that are constants in the teaching of art: (1) the student's ability to recognize quality in her/his work; (2) the student's concentration on a sustained investigation of a particular visual interest or problem; and (3) a range of approaches to the formal, technical and expressive means of the artist.

Course Listings

Health and Physical Educational

Health Opportunities through Physical Education (HOPE)

Grade Level 9-12

Prerequisite - None

Develop and implement an individual nutrition and wellness plan. Demonstrate knowledge of depression, suicide prevention, and stress management skills. Apply knowledge and skills for safety, injury and disease prevention. Utilize technology to facilitate health and personal fitness. Apply effective communication skills to enhance interpersonal relationships, refusal skills and decision making to promote teamwork, and cultural diversity.

Team Sports I, II

Grade Level 9-12

Prerequisite - None

Team sports selected may include, but not be limited to, basketball, flag football, flicker ball, gatorball, soccer, softball, speedball, track and field, and volleyball. Activities selected in Team Sports I shall not be repeated in Team Sports II. Strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness should be stressed.

Basketball

Grade Level 9-12

Prerequisite - None

This course expands and refines concepts and activities introduced in elementary and middle school. The content should include, but not be limited to, in depth knowledge and application of skills, techniques, strategies, rules and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball games. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

Volleyball Beginning, Intermediate, and Advanced

Grade Level 9-12

Prerequisite None

Students will demonstrate awareness of: safety practices, rules and terminology, biomechanical and physiological principles related to exercise and training, potential benefits derived from participation in volleyball. In addition, students will demonstrate the use of skills and techniques and exhibit an improved level of skill.

Weight Training I, II, III

Grade Level 9-12

Prerequisite - None

The content will include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomechanical and physiological principles to improve and maintain muscular strength and endurance.

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Course Listings

World Languages

American Sign Language I

Grade Level 9-12

Credit 1

The purpose of this course is to teach hearing students basic conversational skills in American Sign Language (ASL) and awareness of various aspects of deafness. The content should include, but not be limited to, conversational vocabulary and the grammatical features and principles of ASL. The audio logical, educational, social, cultural and historical aspects of deafness are also included. Essential Learning's are practiced and assessed throughout the course. *This course may be used for the foreign language university requirement.*

American Sign Language II

Grade Level 9-12

Credit 1

Prerequisite-previous course or mastery of student performance standards

The purpose of this course is to further develop the student's knowledge of American Sign Language. The content should include, but not be limited to, conversational skills in ASL, its syntax and principles, and the cultural aspect of the deaf community. This course will provide students with an accumulated receptive and expressive vocabulary of 1,500 signs. Essential Learning's are practiced and assessed throughout the course. *This course may be used for the foreign language university requirement.*

American Sign Language III Honors-QPT

Grade Level 9-12

Credit 1

Prerequisite-previous course or mastery of student performance standards

The purpose of this course is to continue to prepare hearing students with information in advanced skill development in ASL. The content shall include, but not be limited to, specialized vocabulary (medical, legal, education, etc.), grammatical features of ASL, receptive and expressive skill development and a performance component designed to monitor the student's growing proficiency in signing skills.

American Sign Language IV-QPT

Grade Level 9-12

Credit 1

Prerequisite-previous course or mastery of student performance standards

The purpose of this course is to continue to prepare a hearing student with information and practice in advanced skill development in ASL. The content shall include, but not be limited to, specialized vocabulary in order to build the student's accumulated receptive and expressive abilities, advanced grammatical features of ASL, and a performance component designed to monitor the student's growing proficiency in advanced expressive signing skills.

French I

Grade Level 9-12

Credit 1

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

French II

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

French III Honors-QPT

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to reinforce, master, and expand skills previously acquired by the student. Emphasis is placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing and through utilization of various contexts important to the everyday life of the French-speaking people. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

French IV Honors-QPT

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to reinforce, master and expand skills previously learned by the student. The content includes more advanced language activities and idiomatic expressions with emphasis on refining interpretive listening and reading, interpersonal communication and presentational speaking and writing. Reading selections will vary. Skills previously acquired will be reinforced, mastered and expanded through conversation and composition.

French V Honors-QPT

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to expand the skills previously acquired by the student. Emphasis is placed on developing communication skills through the presentation of oral reports on literary and cultural topics, current events and personal experiences. Readings include newspaper and magazine articles, short stories and plays, and a survey of literature. Writing is enhanced through compositions using correct language structures and expanded contemporary vocabulary.

Spanish I

Grade Level 9-12

Credit 1

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

Spanish II

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are emphasized throughout the course.

Spanish III

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to reinforce, master, and expand skills previously acquired by the students. Emphasis is placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing and through utilization of various contexts important to the everyday life of the Spanish-speaking people. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

Spanish IV Honors-QPT

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to reinforce, master and expand skills previously learned by the student. The content includes more advanced language activities and idiomatic expressions with emphasis on refining interpretive listening and reading, interpersonal communication and presentational speaking and writing. Reading selections will vary. Skills previously acquired will be reinforced, mastered and expanded through conversation and composition. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

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Advanced Placement Spanish-QPT

Grade Level 9-12

Credit 1

It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course. The purpose of this course is to develop oral and written fluency in the language. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines. *Note: Students are required to take the Advanced Placement examination.*

Spanish for Spanish Speakers

Grade Level 9-12

Credit 1

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

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Course Listings

Business and DCT

Digital Informational Technology

Grade Level 9-12

Credit 1

This course is designed to provide an introduction to information technology concepts and careers, as well as, the impact information technology has on the world, people, and industry. The content includes information technology career research, emerging technologies, operating systems, office productivity software, and specialized software applications. Students will be introduced to electronic communications techniques including e-mail and Internet services. Additional coverage will include web page design features such as basic HTML, DHTML, and XML web commands. The appropriate soft skills for developing and maintaining professional business relationships will also be covered.

Note: Meets Fine Art graduation requirement.

Digital Design I

Grade Level 10-12

Credit 1

Prerequisite Introduction to Information Technology

This course is designed to develop entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design and measurement activities; decision making activities, and digital imaging. *Note: Meets Fine Art graduation requirement.*

Digital Design II-QPT

Grade Level 10-12

Prerequisite Digital Design I

Credit 1

The content includes computer skills: digital publishing operations; layout, design, and measurement activities; and digital imaging.

Note: Meets Fine Art graduation requirement.

Digital Design III-QPT

Grade Level 10-12

Prerequisite Digital Design II

Credit 1

The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities.

Note: Meets Fine Art graduation requirement.

Business Entrepreneurial Principals

Grade Level: 11 – 12

Credit: .50 (1/2)

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.

Business Software Applications

Grade Level:

Credit:

Diversified Career Technology (DCT) Principles

Grade Level 10-12

Credit 1

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace. Students must be enrolled in DCT/OJT.

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Diversified Career Technology (DCT) Applications

Grade Level 10-12

Prerequisite Diversified Career Technology Principles

Credit 1

This course is designed to enable each student to apply environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial management skills; leadership skills; social, legal and economic aspects of employment; international economic principles; components of a business plan; decision-making skills to life and career goals; technical skills; and the functions of management. Students must be enrolled in DCT/OJT.

Diversified Career Technology- OJT (DCT-OJT)

Grade Level 11-12

Multiple Credits

One-year course where you can get school credit for paid, part-time work. (Must apply; be accepted, and taken with DCT Principles, DCT Applications.

Workplace Essentials

Grade Level 9-12

Credit ½

The purpose of this course is to provide students with those workplace skills essential for gainful employment. The content of this course includes the following: developing an employment plan, seeking and applying for employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, work ethics and behavior, demonstrating technological literacy, maintaining interpersonal relationships and demonstrating leadership and team work.

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Course Listings

Family and Consumer Science Classes

Nutrition and Wellness

Grade level 9-12

Credit ½

This course will prepare students to understand principles of nutrition in relationship to wellness, food choices, food preparation, and food storage. The concepts of meal planning and management are also addressed. Classroom food laboratory activities are an integral part of this course.

Principles of Food Preparation

Grade level 9-12

Prerequisite Nutrition and Wellness

Credit ½

Instruction and learning activities are provided in a foods lab using hands-on experiences. Activities provide instruction in the application of the principles of food preparation, food selection and storage. Ethnic, regional and international foods may also be studied and prepared.

Food Science and Safety

Grade level 9 – 12

Credit: 1

Prerequisite: Nutrition & Wellness

This course provides students with the opportunity to explore foods and technology through a science based curriculum. Instruction and learning activities are conducted in a classroom laboratory setting. Relationships between diet and a healthy body are explored as well as related careers. This is a certification class.

Child Development

Grade level 9-12

Credit ½

This course is designed to prepare students to understand the nature of child development from conception to age three. This course emphasizes positive development and nurturing of the family at each stage of a child's growth. This course is strongly recommended for students planning to take Early Childhood Education.

Industrial Education

Automotive Collision: Repair and Refinishing

Grade Level 9-12

Length 1-4 years

Prerequisite: Must be taken in order

Credit 1-9

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistics career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster. The content includes but is not limited to basic trade skills; refinishing skills; sheet metal repair skills; frame and unibody squaring and aligning; use of fillers; paint systems and undercoats; related welding skills; related mechanical skills; trim-hardware maintenance; glass servicing; and other miscellaneous repairs. The course content should also include training in communication, leadership, human relations and employability skills; and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Automotive industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues.

Printing and Graphic Communications I, II, III, IIII-QPT

Grade Level 9-12

Length 1-4 years

Prerequisite: Must be taken in order

Credit 1-12

The purpose of this program is to prepare students for initial employment in the Printing and Graphics Communications Industry. The course content will include but is not limited to the following: Administrative support operations, pre-press/imaging operations, press operations and finishing operations. The course content should also include training in communication leadership, human relations' employability skills; and safe, efficient work practices. This program also prepares individuals to set up, operate and maintain preparation, printing, binding and finishing equipment used in the printing and Graphic Communications Industry. Graduates of this program will also be prepared for further specialized training and education in Graphic Arts Technology and other related technologies. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Printing and Graphic Communications Industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. *Note: These courses meet the Fine Arts High School Graduation Requirement.*

Drivers Education

Grade Level 10-12

Credit ½

The purpose of this course is to introduce students to the highway transportation system, and strategies which will develop driving knowledge and skills related to today's and tomorrow's motorized society, and while providing an in depth study of the scope and nature of accident problems and their solutions. Laboratory instruction in dual controlled vehicles under the direction of an instructor and on off-street multiple vehicle driving ranges are available.

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

Course Listings

ESOL

English I through ESOL

Grade Level 9

Credit 1

This course provides English instruction to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements and on using the writing process to produce paragraphs and papers of two or more paragraphs. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

English II through ESOL

Grade Level 10

Prerequisite previous course

Credit 1

This course provides English instruction to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices and themes, and on using the writing process to produce specific types of papers. Speaking and listening skills, vocabulary skills, study skills, and reference skills and a study of mass media are also included.

English III through ESOL

Grade Level 11

Prerequisite previous course

Credit 1

This course provides English instruction to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of major authors, periods, features, and themes of American literature and on using the writing process to produce specified types of papers including literary analysis, the persuasive essay, and the brief research paper. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

English IV through ESOL

Grade Level 12

Prerequisite previous course

Credit 1

This course provides English instruction to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors and periods of British literature and on using the writing process to produce specified types of papers including literary analysis, the persuasive essay, and the research paper. Speaking and listening skills, vocabulary skills, English language are also included.

Developmental Language Arts Through ESOL

Grade Level: 9 – 12

Credit: 1

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literacy and informational text encompassing the broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content0 area information, in order to support students in meeting the knowledge demands of increasingly complex text

Course Listings

ESE

Social and Personal Skills

Grade Level 9-12

Credit-Multiple

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal problem solving, and appropriate use of leisure time. *EBD students and those students on an FBA or RTI behavior plan should be enrolled in this class. Also, open to all other ESE students.*

Learning Strategies

Grade Level 9-12

Credit-Multiple

The content should include, but not be limited to: strategies for acquiring and, storing knowledge, oral and written expression, problem solving, linking new information with prior knowledge, and active participation in reading. Content shall also include self-regulated use of comprehension strategies, test taking skills, time management, organizational skills, social skills, planning skills and self-advocacy. Required elective for all ESE 9th graders and for any ESE student that has not passed the FCAT and/or obtained at least a 2.0 GPA.

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Course Listings

ALL AP COURSES

Advanced Placement English: Language and Composition-QPT

Grade Level 11, 12 (in some cases, grade 10)

Credit 1

The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading. AP Language and Composition may take the place of the English III (or other appropriate) requirement. AP courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP courses are recommended for students with an average English grade of C or higher, or enrollment in AVID. **Students are required to take the Advanced Placement examination.**

Advanced Placement English: Literature and Composition-QPT

Grade Level 12 (in some cases, grade 11)

Credit 1

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. AP Literature and Composition may take the place of the English IV (or other appropriate) requirement. AP courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

Students are required to take the Advanced Placement examination.

Advanced Placement Calculus AB-QPT

Grade Level 11-12

Prerequisite Credit in Trigonometry and Analytic Geometry or Pre-Calculus

Credit 1

The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content is specified by the Advanced Placement Program. *Note: Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.*

Advanced Placement Biology-QPT

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

The purpose of this course is to provide a college level course in biology, and to prepare the student to seek credit and/or appropriate placement in college biology courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Biology II Honors to insure sufficient time for the required laboratory experiences.

Note: Students are required to take the Advanced Placement examination.

Advanced Placement Environmental Science-QPT

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

The purpose of this course is to provide a college level course in environmental science, and to prepare the students to seek credit and/or appropriate placement in college environmental science courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Earth/Space Science Honors to insure sufficient time for the required laboratory experiences. *Note: Students are required to take the Advanced Placement examination.*

Advanced Placement World History-QPT

Grade Level 10

Credit 1

Students understand the development of civilizations of the world within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. *Note: Students are required to take the Advanced Placement examination*

Advanced Placement United States History-QPT

Grade Level 9-12

Credit 1

Students analyze the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. *Note: Students are required to take the Advanced Placement examination.*

Advanced Placement Microeconomics-QPT

Grade Level 9-12

Credit ½

Students acquire the decision-making tools necessary for understanding that society must organize its limited resources to satisfy its unlimited wants, and understand the factors that influence the economic system. Students are required to take the Advanced Placement examination.

Advanced Placement Macroeconomics-QPT

Grade Level 9-12

Credit ½

Students analyze the choices they must make as producers, consumers, investors, and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding that a society must organize its limited resources to satisfy its unlimited wants. Students are required to take the Advanced Placement examination.

Advanced Placement Human Geography-QPT

Grade 11-12

Credit 1

Students prepare to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and change over time. *Note: Students are required to take the Advanced Placement examination.*

Advanced Placement Psychology-QPT

Grade 11-12

Credit 1

Analyze human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. *Note: Students are required to take the Advanced Placement examination*

Advanced Placement European History-QPT

Grade 12

Credit 1

Students acquire an understanding of the history of Europe from the Renaissance to the present. . *Note: Students are required to take the Advanced Placement examination*

Advanced Placement Music Theory-QPT

Grade Level 10-12

Prerequisite -Music Theory III or Audition /Demonstration of skill knowledge

The purpose of this course is to develop the student's abilities to recognize and understand the tonal rhythmic nature of any music that is heard or read in the score. The content will include the development of music theory skills, i.e., aural and notational skills, composition, harmonization and counterpoint. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Advanced Placement Spanish-QPT

Grade Level 9-12

Credit 1

It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course. The purpose of this course is to develop oral and written fluency in the language. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines. *Note: Students are required to take the Advanced Placement examination*

Advanced Placement Studio 2D and 3D

Grade Level: 10 - 12

This course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The program consists of three portfolios – 2-D Design, 3-D Design and Drawing – corresponding to common college foundation courses. Instruction will address three major concerns that are constants in the teaching of art: (1) the student's ability to recognize quality in her/his work; (2) the student's concentration on a sustained investigation of a particular visual interest or problem; and (3) a range of approaches to the formal, technical and expressive means of the artist.

Advanced Placement Art History – QPT

Grades:

Credit: 1

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

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