

# Curriculum Guide 2018-2019



## Seminole High School

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Seminole, FL 33776  
(727) 547-7536

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PRINCIPAL

Dr. Thomas Brittain

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*Dear Students and Parents of Seminole High School:*

*On behalf of Seminole High School, I would like to welcome everyone to the 2018 – 2019 scheduling process. If you are a rising 9<sup>th</sup> grade student, let me give you a special welcome into high school. You are getting ready to embark on one of the most important, challenging, and memorable experiences of your entire life. No matter your grade level, Seminole High School will be there to assist and guide you throughout your high school journey.*

*If you are a new or returning student to SHS, consider your post-high school plans and work with that goal in mind. Each course needs to be considered in order for you to be equipped for your next step in your educational path or career path.*

*It will be vital that you consult with your parents and guidance counselor to review your graduation status and options. Examples are: 18 credit graduation options, early college entrance, and dual enrollment.*

*Information about graduation requirements are explained in this guide. Remember to access all the resources available at Seminole High School which include this guide, the county online course descriptions, classroom teachers, guidance counselors and administrators.*

*May your educational experience at Seminole High School be a positive one. If you have any questions/concerns, please call the guidance department for assistance.*

*Thank you and best wishes for a productive year!*

*Dr. Thomas Brittain  
Principal*

# WELCOME TO SEMINOLE HIGH SCHOOL

## HOME OF THE WARHAWKS

### Administrative Team

**Dr. Thomas Brittain, Principal**

Jane Lucas, Assistant Principal  
Lois McKee, Assistant Principal  
Kevin Schottler, Assistant Principal  
Teresa Patterson, Assistant Principal  
Ed Crandall, School Resource Officer  
Steven Wolcott, School Resource Officer



### Guidance Department

Nancy Badi, Guidance Counselor  
Elizabeth Faris, Guidance Counselor  
Maureen Kraeter, Guidance Counselor  
Amy Rubin, Guidance Counselor  
Suzanne Lovett, Social Worker  
Amelia Neal, Psychologist

### Support Staff

Jamie Cooper	Principal's Secretary
Cliff Jones	Front Office Clerk
Phyllis Battaglia	Front Office Clerk
Donna Jones	Student Services Clerk
Kim Williams	Guidance Clerk
Jo Estell	Guidance – Records Clerk
Debbie Vasquez	Senior Data Management Technician
Charlene Leigh	Data Management Technician
Michele Grego	Community Liaison

## **Academies of Seminole High School**

### **The Academy for the Advanced Achievement in the Arts**

#### **4A Academy**

The 4A Academy represents the unification of the Fine Arts at Seminole High School: Vocal, Theatrical, Visual, and Instrumental Arts. For decades, SHS's Fine Arts have been among the best in Pinellas County Schools. The 4A Academy unifies the efforts of these outstanding programs and enables them to function in an interdisciplinary way. The Visual Arts and Performing arts, under the 4A Academy, work together to provide the best extracurricular experience for its students. This takes the form of award winning ensembles that have a long standing tradition of excellence at regional and national festivals. The students of the 4A Academy learn how to work together and create memories that last a lifetime.

#### **Academy of E-Commerce**

Are you interested in Technology? Do you want to create cool apps or awesome websites? Have you ever wanted to start an Internet Business? If so, the Academy of E-Commerce is for you!

The Academy of E-Commerce is an established academy for students interested in business and technology. While in the Academy, students earn multiple industry certifications, college credit and explore the technology and business world.

Students will have the opportunity to travel, give back to the community and gain valuable leadership skills.

#### **The Center for Education and Leadership**

The Center for Education and Leadership is a career academy with a focus on teaching and leadership development. Our goal is to prepare students with the skills necessary to be effective leaders in the

workplace. We encourage our students to pursue their career goals and equip them with the skills necessary to share their knowledge with others in the workplace. Throughout the 4 year course of study, the students in the Center for Education and Leadership program learn how building relationships with others, communication, and making ethical decisions that are key components of effective leadership.

## **Engineering Academy**

The mission of the Engineering Academy is to foster personal growth, leadership, and opportunities in technology, innovation, design, and engineering. The students apply and integrate science, technology, engineering, and math concepts through PBL (Project-based Learning,) co-curricular activities, and competitive events. Our main focus is to prepare our students for rigorous Engineering programs at top Universities.

## **Graphics & Media Communications Academy**

The Graphics & Media Communications Academy focuses on the skills and career paths of the Graphics, Digital Media and Broadcasting industries. In this hands on, project based academy you will learn problem solving and critical thinking skills that will prepare you for the career world. You will gain experience in real life experiences that will prepare you for jobs in Television broadcasting, video editing, graphic design, printing, screen (t-shirt) printing, and marketing. These courses are honors classes and students will receive a quality point as well as have the opportunity for the Gold Seal scholarship. Students will have the opportunity to be certified in Adobe Premiere, Photoshop, InDesign, Illustrator, and After Effects.

## **iHawk Academy**

“Customized for Student Success!”

A personalized learning academy where students are taught to become empowered, self-directed learners. Personalized learning tailors what, when, where and how students learn to their individual needs, skills and interests. It

enables students to take ownership of their learning and helps them develop deep connections with each other, their teachers and other adults. Students interested in **ANY** career field would benefit from being in the iHawk academy.

The iHawk academy embodies a culture where teachers and students are equal partners in the learning process and exemplify a personalized learning environment incorporating student-centered instructional methodologies with a strong emphasis on student voice and choice.

How is the iHawk Academy Different?

- Project based learning
- Enhanced 21<sup>st</sup> century skills curriculum
- Rigorous instruction
- College and career readiness
- Mentoring program to assist students
- Unique curriculum options featuring blended courses, dual enrollment, and competency based progression
- Out of classroom experiences
- Real world career experiences culminating with internships and externships

## **Seminole Sports Career Institute**

While students are taking their standard high school curriculum, they will be given the unique opportunity to choose one of three sports career paths.

- Coaching
- Sports Medicine/Training
- Sports Broadcasting and Journalism

Each year of high school the students will dive deeper into their sports career journey ultimately culminating in a sports internship in their chosen field. This academy will give students guidance, knowledge and real world tools to start a career in sports.

Graduation Requirements - 4-year, 24 credit diploma		
<b>Total Credits</b>	24 credits	16 core courses 4 elective courses
<b>English</b>	4 credits	Students must take (one credit each) English I, II, III, and IV or their equivalents.
<b>Mathematics</b>	4 credits	Students must earn one credit in Algebra I, a series of equivalent courses or a higher level mathematics course, i.e. Algebra II or a level 3 mathematics course, if Algebra I was taken prior to ninth grade but high school credit was not awarded, as part of this requirement.
<b>Science</b>	3 credits	Based on 9 <sup>th</sup> grade cohort year various components are required. 10-11 Two courses with labs 11-12 and 12-13 Biology and two other lab courses 13-14 Biology, Chemistry or Physics, and one other "equally rigorous" lab course
<b>Social Studies</b>	3 credits	American Government - 1/2 credit; World History - 1 credit; American History - 1 credit; Economics - 1/2 credit
<b>Physical Education/Health</b>	1 credit	Students must take one credit in physical education with integrated health (HOPE) to meet this requirement.
<b>Fine Arts</b>	1 credit	
<b>On Line Course</b>	½ or 1 credit	Students must take one course on line.
<b>Grade Point Average</b>	2.0000 for all credits earned	
<b>State Assessment</b>	Passing score on FCAT or FSA Reading and passing various EOC's based on 9th grade cohort year	

# Students Entering Grade Nine in the 2016-2017 School Year

## Academic Advisement Flyer–What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

- Biology I                      ▪ U.S. History
- Geometry                    ▪ Algebra II (if enrolled)

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

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

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

- Algebra I                      ▪ Biology I
- Geometry                    ▪ Algebra II
- U.S. History

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

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

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

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

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

## What are the requirements for standard diploma designations?

### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in chemistry or physics;
- Earn 1 credit in a course equally rigorous to chemistry or physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same world language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

### Merit Diploma Designation

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

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

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

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

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

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

## Where is information on Bright Futures Scholarships located?

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

## What are the public postsecondary options?

### State University System

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 Credits of approved college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 Approved electives

<http://www.flbog.edu/forstudents/planning>

### The Florida College System

The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

<http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html>

### Career and Technical Centers

Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Directors](#)

## Where is information on financial aid located?

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



## Students Entering Grade Nine in the 2015-2016 School Year Academic Advisement Flyer–What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
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### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

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

- Algebra I\*
- U.S. History
- Biology I
- Algebra II (if enrolled)\*
- Geometry\*

\*Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

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

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Biology I
- Geometry
- Algebra II
- U.S. History

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

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

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

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

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

What are the requirements for standard diploma designations?

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

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

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

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

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

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

Where is information on Bright Futures Scholarships located?

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

What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 Credits of approved college preparatory academic courses</li> <li>▪ 4 English (3 with substantial writing)</li> <li>▪ 4 Mathematics (Algebra I level and above)</li> <li>▪ 3 Natural Science (2 with substantial lab)</li> <li>▪ 3 Social Science</li> <li>▪ 2 World Language (sequential, in the same language)</li> <li>▪ 2 Approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml</a></p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="#">Career and Technical Directors</a></p>

Where is information on financial aid located?

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

## **GENERAL ELIGIBILITY REQUIREMENTS FOR THE FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM**

- Apply for a Florida Bright Futures Scholarship by completing the Florida Financial Aid Application during your last year in high school. Students may apply on-line at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org) beginning December 1st of their senior year. This application gives the Florida Department of Education (FLDOE) permission to evaluate their high school transcripts for eligibility for a Florida Bright Futures Scholarship.
- Students are now required to submit a complete, error-free FAFSA for Bright Futures, Florida Resident Access Grant, and Access to Better Learning and Education Grant initial and renewal eligibility any time prior to disbursement.
- Be a Florida resident and a U.S. citizen or eligible non-citizen. (The college or university you attend is responsible for verifying your Florida residence and citizenship status.)
- Receive a Florida standard high school diploma or its equivalent.
- Be enrolled as a degree- or certificate-seeking student at an eligible postsecondary institution after high school graduation and either receive the first disbursement or must receive initial funding within two years of high school graduation.
- A student who enlists in the United States Armed Forces immediately after completion of high school will begin the two-year eligibility period for his/her initial award upon the date of separation from active duty. A student who is receiving a Florida Bright Futures Scholarship and discontinues his/her education to enlist in the United States Armed Forces will commence the remainder of his/her five-year renewal period upon the date of separation from active duty.
- Be enrolled in a minimum of six non-remedial semester hours (or the equivalent in quarter or clock hours) per term in a program of study by the end of the drop/add period.
- Not have been found guilty of, or pled no contest to, a felony charge.
- Meet the academic requirements for the award students would like to earn.

### **Florida Academic, Medallion and Gold Seal Scholars Awards GPA Calculations for Scholarship Eligibility**

Additional weight of .25 per semester course will be assigned to Advanced Placement, Academic Dual Enrollment, Pre-International Baccalaureate, International Baccalaureate and Level Three courses. This additional weight will be added to the unweighted numerical grade. Foreign language grades are not weighted, unless it is an Advanced Placement course. Florida Bright Futures gives the following weight for a .50 credit course: A=2.25, B=1.75, C=1.25 and D=.75. For purposes of eligibility for a Florida Bright Futures Scholarship at the Academics Scholars or Medallion Scholars Awards, a student's weighted GPA will be calculated using the 16 academic courses identified as college preparatory courses. For purpose of eligibility for a Florida Bright Futures Gold Seal Vocational Scholars Award, a student's weighted GPA will be calculated using the 16 high school courses (excluding electives) required for graduation or the 15 high school courses (excluding electives) required for graduation if following the 18 credit career path option. Academic courses taken in excess of the sixteen academic credits (up to a total of 18 total credits) will be included if the grades improve the student's GPA.

### **Deadlines for Meeting Eligibility Requirements**

Test score requirements must be met before the end of June of student's graduation year. All other requirements must be met by the date of graduation.

### **Early Admission**

Students enrolled in the Early Admission Program need to verify with their high school guidance counselor that their postsecondary courses will satisfy scholarship curriculum requirements for a Bright Futures Scholarship Award. Early Admission students will no longer be eligible to apply for Bright Futures prior to their senior year in high school. Students may apply for an award beginning December 1 of the student's high school graduation year.

## **FLORIDA ACADEMIC SCHOLARS AWARD**

### **Florida Academic Scholars Award Criteria**

Students applying for the Florida Academic Scholars Award must meet the following criteria:

- ♦ Meet general eligibility criteria requirements for the Florida Bright Futures Scholarship Program; *and*
- ♦ Complete 100 hours of documented community service. Students must be attending high school and complete the required paperwork, signed and approved by their agency contact and high school community service designee, before beginning to earn their 100 hours. These hours must be completed by the date of graduation.

In addition, meet one of the following:

- ◆ Earn an unrounded, *weighted* GPA of 3.5 using the 16 high school academic courses identified as college-preparatory courses *plus* earn a 1290 SAT or 29 ACT test score; *or*
- ◆ Earn an International Baccalaureate (IB) Diploma; *or*
- ◆ Complete the IB curriculum *plus* earn a 1290 SAT or 29 ACT test score; *or*
- ◆ Earn the AICE Diploma; *or*
- ◆ Complete the AICE curriculum *plus* earn a 1290 SAT or 29 ACT; *or*
- ◆ Be a National Merit or Achievement Scholar or Finalist, or be a Hispanic Scholar; *or*

#### **Award Level for Florida Academic Scholars**

◆ Students will receive the specific award amount per credit hour established by the Florida Legislature in the General Appropriations Act. A student will receive funding up through five years from high school graduation (if initially funded within three years after high school graduation) or up to completion of his/her first baccalaureate degree program, whichever comes first. Renewal is based on a cumulative postsecondary GPA of 3.00 and a minimum of six non-remedial semester hours (or the equivalent in quarter or clock hours) for each term funded.

### **FLORIDA MEDALLION (FORMALLY MERIT) SCHOLARS AWARD**

#### **Florida Medallion Scholars Award Criteria**

Students applying for the Florida Medallion Scholars Award must meet the following criteria:

- ◆ Meet general eligibility criteria requirements for the Florida Bright Futures Scholarship Program.
- ◆ Complete 75 hours of documented community service. Students must be attending high school and complete the required paperwork, signed and approved by their agency contact and high school community service designee, before beginning to earn 75 hours. These hours must be completed by the date of graduation.

In addition, meet one of the following:

- ◆ Earn an unrounded, *weighted* GPA of 3.0 using the 16 high school academic courses identified as college-preparatory courses *plus* earn a 1170 SAT or 26 ACT test score; *or*
- ◆ Complete the IB curriculum *plus* earn a 1170 SAT or 26 ACT; *or*
- ◆ Complete the AICE curriculum *plus* a 1170 SAT or 26 ACT; *or*
- ◆ Be a National Merit or Achievement Scholar or Finalist, or be a Hispanic Scholar with no documented community service hours; *or*

#### **Award Level for Florida Medallion Scholars**

- ◆ Students will receive the specific award amount per credit hour established by the Florida Legislature in the General Appropriations Act. A student will receive funding up through five years from high school graduation (if initially funded within three years after high school graduation) or up to completion of his/her first baccalaureate degree program, whichever comes first. Renewal is based on a cumulative postsecondary GPA of 2.75 and a minimum of six non-remedial semester hours (or the equivalent in quarter or clock hours) for each term funded.
- ◆ The 2006 Florida Legislature amended section 1009.535, Florida Statute; beginning fall 2006, Florida Medallion Scholars who choose to attend a Florida public community college may receive an award equal to the amount given to students receiving the Florida Academic Scholarship for college credit courses leading toward an associate degree.

### **FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD**

#### **Florida Gold Seal Vocational Scholars Award Criteria**

Students applying for the Florida Gold Seal Vocational Scholars Award must meet the following criteria:

- ◆ Meet general eligibility criteria requirements for the Florida Bright Futures Scholarship Program; *and*
- ◆ Complete 30 hours of documented community service. Students must be attending high school and complete the required paperwork, signed and approved by their agency contact and high school community service designee, before beginning to earn their 30 hours. These hours must be completed by the date of graduation.
- ◆ Earn an unrounded, *weighted* GPA of 3.0 using the 16 high school core courses required for graduation or the 15 high school core courses required for graduation, if following the 18 credit career path graduation option; *and*
- ◆ Complete a program of study that requires a minimum of *three vocational job-preparatory or technology education credits in one vocational program* (excluding on-the-job training); *and*
- ◆ Earn an unweighted GPA of 3.5 in the *three vocational credits*; *and*
- ◆ Earn the following scores:

Postsecondary Education Readiness Test (PERT) – Reading 104, Writing 99, Math 113, or  
SAT – Verbal 440, Math 440, or  
ACT – Reading 18, English 17, Math 19.

**Award Level for Florida Gold Seal Vocational Scholars**

◆ Students may be funded for up to 100% of their program of study in Career Education Programs. Technical Degree Education includes: Associate of Science degrees (AS), Associate of Applied Science degrees (AAS), and College Credit Certificates (CCC).

Career Certificates or Diplomas (also referred to as Postsecondary Adult Vocational/PSAV) include Career Certificates and Applied Technology Diplomas (ATD).

- Students may be funded for up to 72 semester hours (or 2,160 clock hours) except in the Applied Technology Diploma (ATD) where they are limited to 60 semester hours (or 1,800 clock hours).
- Students may be funded in additional certificates, diplomas, and/or degrees up to the maximum hours of funding allowed.
- If students finish an ATD and then transfer into another eligible program, they are eligible to be funded up to 72 semester hours (or 2,160 clock hours).
- Students may receive funding in these career education programs up to their Bright Futures maximum hours of funding

Financial Aid/Florida Bright Futures 727-588-6013  
Please disregard earlier information sheets 11/1/2012

*The Florida Legislature could change scholarship requirement during any legislative session. For further information and updates, check with your guidance counselor, the Florida Department of Education Home Page (<http://www.firn.edu/doe/brfuture>) or the Pinellas County Schools Home Page ([www.pinellas.k12.fl.us](http://www.pinellas.k12.fl.us)). Information current at this time.*

## Grading Scale

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

A = 4 grade points (90-100)

B = 3 grade points (80-89)

C = 2 grade points (70-79)

D = 1 grade point (60-69)

F = 0 grade points (0-59)

Percents between eighty-nine percent (89%) and ninety percent (90%), seventy-nine percent (79%) and eighty percent (80%), sixty-nine percent (69%) and seventy percent (70%), and fifty-nine (59%) and sixty percent (60%) shall be rounded up to the higher grade if at the midpoint (.5) or above;

those below the midpoint (.5) shall be rounded down to the lower grade.

## Calculating Final Grades

The final grade in high school courses is a semester grade determined by giving a 75% weight to the average of the two (2) quarter grades and a 25% weight to the final examination.

### A. Calculating Final Grades

Seventy-five (75) percent of the final semester grade will come from an average of a student's quarter grades and twenty-five (25) percent of the final semester grade will come from a student's final exam grade. To obtain the semester grade, average the unweighted grade point values of the two (2) quarter grades (Q) then multiply this average by 75%. That value is added to the unweighted grade point value of the exam grade which is multiplied by 25%.

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

In courses for which final examinations are not prescribed or required, the final grade will be determined by averaging the unweighted grades of the two (2) quarters:

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

The resulting semester grade average is converted to a letter grade based on the scale below (see paragraph (c) regarding grades at the midpoint):

A = 3.5-4

B = 2.5-3.5

C = 1.5-2.5

D = .5-1.5

F = 0-.5

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

	A	B	C	D	F
AP, IB, DE	5	4	3	1	0
Honors	4.5	3.5	2.5	1	0
Regular	4	3	2	1	0

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

## Honors Status

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

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

## Dual Credit

***The St. Petersburg College Dual Credit Course list will be distributed in late Spring after School Board approval.***

Dual credit courses provide standard diploma students with the opportunity to earn high school credit as well as college credit from St. Petersburg College (SPC). Course offerings at high schools will vary. College application fees and tuition are waived by the college and textbooks are paid for by the school district.

In order to be eligible to take dual credit classes students must:

1. be in 11th or 12th grade (other eligible secondary students must be academically advanced and in need of college level courses to meet specific high school graduation requirements);
2. have a cumulative unweighted grade point average of 3.0 on a 4.0 scale; and
3. have earned an acceptable score on the SPC placement test.

Students may only enroll in dual credit courses that are included in the Pinellas County Schools' Articulation Agreement with the college. SPC requires that students take the final exam in all courses.

With permission from the high school principal, students who meet the above eligibility requirements, may enroll in specified dual credit courses on the SPC campus as part of their regular high school schedule for up to half of the school day. Students must complete the application for Dual Campus form and obtain approval of the high school principal or designee prior to enrolling in classes on the SPC campus.

Guidance Counselors and the dual credit liaison in each high school have further details regarding this program.

## Early Admission

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

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

1. completed three full years of high school with a minimum of 18 credits earned;
2. a cumulative unweighted grade point average of 3.0 on a 4.0 scale (3.8 for USF Honors College);
3. met the minimum level of performance for high school graduation on the FCAT;
4. earned a 0.5 high school credit in a physical activity course or 1.0 HOPE credit;
5. earned an acceptable score on the college placement test;
6. obtained the signature of the high school principal on the application for Early Admission to College by July 15th for Fall and November 15th for Spring; and
7. met the college application deadline.

Guidance Counselors and the dual credit liaison in each high school have further details regarding this program.

# DUAL ENROLLMENT

<u>Department</u>	<u>Course Prefix</u>	<u>Course Name</u>	<u>Instructor</u>	<u>H.S. Credit</u>	<u>College Credit</u>	<u>Enrollment Criteria</u>
<b>Business + Academies</b> <i>(tentative based upon enrollment requests)</i>	EME 2040	Introduction to Educational Technology	Scales	1	3	3.0 GPA – See Curriculum Guide for additional Course Placement Information
	EDF 1005	Introduction to Education		1	3	
	SLS 1101	The College Experience	T. Rasmussen	1	3	3.0 GPA – See Curriculum Guide for additional Course Placement Information
<b>English</b> <i>(tentative based upon enrollment requests)</i>	ENC 1101	Composition 1	Hanak	1	3	3.0 GPA – See Curriculum Guide for additional Course Placement Information
	ENC1102	Composition 2	Hanak	1	3	
<b>Math</b> <i>(tentative based upon enrollment requests)</i>	MAC 1105	College Algebra	Wonsick	1	3	3.0 GPA – See Curriculum Guide for additional Course Placement Information
<b>Social Studies</b> <i>(tentative based upon enrollment requests)</i>	AMH 2020-24 - Fall AMH 2020-31 - Spring	U. S. History 1 & 2	Reed	1	3	3.0 GPA – See Curriculum Guide for additional Course Placement Information

Please visit <http://www.spcollege.edu/central/EarlyCollege/checklist.htm> for further resources and information

## College Course Placement

(effective 10/22/13)

Placement is based on qualifying test scores on ANY of the following tests. Scores used for course placement **must be under two years old**. SPC uses the highest scores from the Accuplacer, PERT, ACT and SAT administered within the last two years.

Dual Enrollment (DE) - Qualifying scores needed only in the subject area of chosen course, however all subtests must be taken

Early College Program (ECP) - Qualifying scores needed in all areas

Early Admissions (EA) - Qualifying scores needed in all areas

CPT-PERT	Reading subtest*	106+	*Reading and Writing scores permit entry into college courses that are reading/writing based such as Composition I and/or courses with the following prefixes: ENC, PSY, AMH, ECO, HUM, PHI, POS, SYG, SPC, etc.
	Writing subtest*	103+	
	Math subtest	114-122	This score permits entry into MAT 1033 Intermediate Algebra ONLY.
		123-150	These scores permit entry into: MAC 1105, MGF 1106, MGF 1107, MTG 2206 or STA 2023.
CPT-ACCUPLACER	Accuplacer College Level Math test required for higher level math placement		
	College Level Math	41-61	These scores permit entry into: MAC 1105, MGF 1106, MGF 1107, MTG 2206 or STA 2023
		62+	See Math Program Director for course selection.
SAT **	Critical Reading**	440+	** SAT or ACT scores may be used in place of CPT scores
	Mathematics**	440+	
ACT **	English**	17+	SAT or ACT math scores permit entry into MAT 1033 Intermediate Algebra ONLY. Any math course beyond MAT 1033 requires an appropriate score on the Accuplacer College Level Math test (see above).
	Reading**	19+	
	Mathematics**	19+	

## **Guidance Department**

The Seminole High School Guidance department strongly encourages active parent and student involvement in the preparation of high school, post-secondary and lifetime goals. Students at each grade level are expected to take part in the comprehensive guidance program our school has to offer. All parents are encouraged to utilize PORTAL. This service in combination with communication with your child's guidance counselor enables you and your student to have the most up-to-date information regarding your student's progress during their high school career. Listed below is a sample of guidance activities for each grade level:

Freshman	August – Orientation
	October – PSAT qualifies students for AP Placement
	Fall and Spring – Seminars
	February – course selection for following year
Sophomores	October – Qualifies students for placement
	Fall and Spring – Seminars
	February – course selection for following year
	March - May – Florida State Assessment (FSA), End of Course Exams (EOC)
Juniors	August through June – SAT and/or ACT testing (optional)
	October – PSAT qualifies students for the National Merit Program - optional but recommended
	October / March – FSA (passing the FSA is required for graduation)
	Fall and Spring – seminars
Seniors	February – course selection for following year
	August through May – (optional) SAT and/or ACT testing
	September and February – credit checks
	December – Financial Aid Workshop
	October / March – FSA (seniors who have not taken or passed the FSA)
	August through May – Seminars, College View, PTEC Presentations, Awards Night

### **COLLEGE PLANNING**

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

### **BRIGHT FUTURES ELIGIBILITY REQUIREMENTS**

All public high school students in the state of Florida have the opportunity to earn a full or partial scholarship to an in-state school through the Bright Futures Scholarship program. All requirements, including applying for the scholarship, need to be met prior to graduation. For more information ask your guidance counselor or contact Bright Futures: 1-888-827-2004 Web Site: [www.myfloridaeducation.com/brfuture](http://www.myfloridaeducation.com/brfuture)

### **CAREER PLANNING**

In addition to classroom activities that promote career exploration and planning, students are encouraged to take advantage of the numerous free career decision-making tools available to them.

### **Choices Planner** [www.florida.access.bridges.com](http://www.florida.access.bridges.com)

Free to all Florida residents, this site includes an interest inventory, values profiler, career and school search, portfolio section and more. By creating a free account, your information is stored on the site's server for future use.

### **Virtual Mentor** [www.virtual-mentor.net](http://www.virtual-mentor.net)

The Virtual Mentor Project is a partnership between education and industry. It is used to provide information about careers and related educational opportunities in high schools, technical schools, and colleges. Volunteer mentors provide real-world information and advice about careers as well as participate in discussion forums.

**Tech Prep** [www.spcollege.edu/central/techprep](http://www.spcollege.edu/central/techprep) Learn how a Tech Prep curriculum can prepare you for high wage / high demand jobs with one or two years of postsecondary education. See how you can save time and money by taking high school courses that give you credit at PTEC or St. Petersburg College.

#### **NCAA**

In order to be eligible to practice and participate in intercollegiate athletic competition and receive athletic scholarship the first year of attendance, a freshman student entering an NCAA Division I or II institution must successfully complete a core curriculum in high school of at least 13 academic courses in grades 9 through 12. Courses taken in grade 8 for high school credit do not qualify in the core curriculum. Students must also achieve a minimum grade point average in core curriculum as well as a present minimum score on the ACT or SAT. Please see your school counselor and refer to the NCAA eligibility website to find your most up to date information. <http://www.ncaa.org/eligibility/cbsa/academic.html>.

#### **PARENT CONFERENCES**

Parent conferences with counselors and/or teachers can be scheduled through the Guidance office by calling 727-547-7536 and asking for your student's counselor.

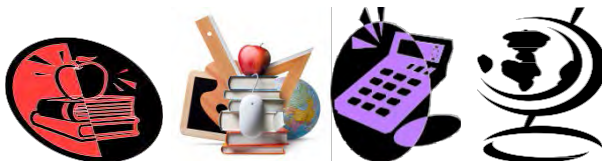
#### **TRANSCRIPTS**

Seminole High School offers a full service records department located in our Guidance office. We will assist new students in obtaining records from a previous school along with sending records to a school a student may be transferring to. We provide transcripts for all students applying to and entering college. There is a fee of \$1 per transcript. Electronic transcripts can only be sent to Florida public colleges/universities, and it usually takes 24 hours.

#### **AVID**

(Advancement Via Individual Determination)

The **AVID** program is designed to prepare capable students in the academic middle to participate fully in a college preparatory curriculum through tutoring, mentoring, study skills instruction, and peer group support. This program is new to Seminole but will service students in grades 9-12.



## EXAMS

**Exam Requirements\*** \*The requirements below are subject to change from year to year.

1. Students are required to take the final examination in each course in which the student has a course grade of "C", "D", or "F" in the 1st nine weeks of the term or has a provisional course grade of "C", "D", or "F" for the 2<sup>nd</sup> nine weeks of the term.
2. Students who have a course grade of "A" or "B" in the 1st nine weeks of the term and have a provisional course grade of "A" or "B" in the 2nd nine weeks of the term are not required to take the exam except as may otherwise be provided herein. Students not required to take the exam must maintain the required grade through the remainder of the 3rd six weeks of the term.
3. The provisional 2<sup>nd</sup> nine weeks grade for the term will be based on the grades earned for the first six weeks of the second grading period.
4. A student enrolled in the same course during two terms of the same school year is required to take at least one final exam in that course.
5. Second semester seniors are not required to take final exams in any course in which the student earned a provisional "A" or "B". Exams are required in courses in which the student earned a provisional "C", "D" or "F" grade.
6. Students not required to take a final exam may elect to take their final examinations to improve the final grades. A final grade shall not be reduced as a result of the examination grade, should the student elect this option.
7. Specific Advanced Placement courses require exams.
8. Any student who has been enrolled in a Pinellas County public high school for less than the entire term is required to take **ALL** exams.
9. Any student that has five (5) or more absences per semester in any class is required to take the final exam in **ALL** classes regardless of their grades. If a student is not present in class at least one half of the class period they shall be counted absent.

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

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

## COLLEGE ADMISSIONS

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

## COMPETITIVE ADMISSION PRACTICES

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

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

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

Students intending to apply to college, however, are strongly advised to take at least four units in each of the five core subject areas. A student who has less than the required 3.0 average must present a combination of grade point average and SAT or ACT scores as outlined in a scale as approved by the State Board of Regents. Please see your counselor for further details.

**TALENTED TWENTY**

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

**EXECUTIVE INTERNSHIP**

Executive Intern is a dual enrollment course designed for students to explore career options. Students spend up to two terms working with a professional in their chosen career field. Students receive no pay, but earn high school and college

credit. Students must meet all requirements for dual enrollment and complete an application for the internship program. Students are invited to participate in the spring of their junior year. Once selected, students choose to participate in the program either during the summer before or during their senior year. The student attends a weekly seminar that focuses on aptitudes, interests, and values related to career decision making and future employment trends.

The following are courses for the Executive Internship Program: Executive Intern I, Executive Intern II, Career and Life Planning, Student Leadership Development, and Stress Management.

**TESTING**

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

**FSA -- A Graduation Requirement**

The FSA is the standardized test for the state of Florida, meant to challenge the mathematical and reading comprehension skills of freshmen and sophomores. This test is required for high school graduation. All sophomores are required to pass both sections. If either part of the FSA test is not passed, the student is assigned to remedial classes and must retake the test each year until he or she passes. A high enough score on the ACT or SAT can be used to supplement passage on the FSA. See your Guidance Counselor for details.

**ASVAB - ARMED SERVICES VOCATIONAL APTITUDE BATTERY:**

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

**PSAT/NMSQT:**

The PSAT is an opportunity for college bound juniors to experience the type of testing required by many colleges for admission. Juniors who achieve outstanding scores may be eligible for National Merit Scholarships. This test of mathematical and verbal reasoning is offered once a year in October. We recommend that Freshmen and Sophomores take this test to practice for the SAT. Sophomores can take the test with no fee.

**A.P. TEST - ADVANCED PLACEMENT TEST**

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

Please consult your guidance counselor for more information or how to sign up for the following tests:

**(Postsecondary Educational Readiness Test)**

The purpose of the SPC placement test is designed to measure entry-level skills in writing, reading and mathematics. State law mandates that state-supported institutions test their students' entry-level skills.

**ACT - AMERICAN COLLEGE TESTING:**

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

**SAT - SCHOLASTIC APTITUDE TEST:** The SAT is a college entrance exam offered seven times a year. It is composed of timed verbal and mathematical sections. The verbal section includes analogies, sentence completions and questions based on reading passages. The mathematical section includes algebra, geometry and reasoning. Registration materials for the SAT are available in the guidance office.

## COUNSELING SERVICES

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

- Individual/Group counseling
- Anger management
- Peer mediation/life skills training
- Alcoholism/substance abuse awareness

- Intervention Support Groups
- Academic Coaching
- Psychological Evaluation
- Social Work Services
- Grief Support

## ACADEMIC SUPPORT

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

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

**School Phone Number: 727-547-7536**

<u>Counselor</u>	<u>Ext.</u>
Amy Rubin	2116
Elizabeth Faris	2122
Maureen Kraeter	2114
Nancy Badi	2117



## PLANNING FOR SUCCESS

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

### 9th Grade

- Plan all of your high school courses with your career goal in mind using your ePrep.
- Keep in mind that your grades from 9th grade forward affect your overall high school GPA.
- Participate in school or community extracurricular activities.
- Discuss a college or postsecondary or savings plan with your parents.
- Two websites recommended to review are [www.collegecareerplanning.com](http://www.collegecareerplanning.com) and [www.prephq.com](http://www.prephq.com)

### 10th Grade

- Enroll in courses appropriate for your career goal.
- Start looking into general college entrance requirements, including prerequisite courses and GPA standards.
- Think about what you want to do for a career and what types of programs would be suitable for that career choice.
- Continue involvement in volunteer activities and pursue leadership roles in them.
- Participate in summer programs or a job/internship that has relevance to your career choice.
- Collect College and post-secondary information and requirements through the internet and high school guidance counselors.
- Continue to develop an educational savings plan and discuss college costs with your family.
- Plan to take PSAT at no charge.

### 11th Grade

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

## **12th Grade Senior Year**

**Next Steps ALL SENIORS SHOULD:** Review credit check to make sure you have 18 credits before you start your senior year and, if not, sign up for Pinellas Virtual School (PVS), Florida Virtual School (FLVS) and/or Nova Net!

### **MILITARY**

- Take the ASVAB test when offered in October or November.
- Visit the Recruiters during your lunch period when they are on campus.
- Schedule a home visit.
- Research the different military branches (Army, Navy, Air Force, Marines, National Guard, Army Reserve & Coast Guard).
- Have a signed contract for special jobs as early as possible.

### **PTEC**

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

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

- Visit with representative in cafeteria on designated days.
- Register for the next ACT or SAT or take the CPT at SPC if you have not already done so.
- Schedule college visits at least three days in advance with the appropriate community clerk.
- Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- Complete Education Foundation Form and apply for all scholarships available.
- Complete 75 hours of Service Learning for Florida Academic Scholarship after counselor approval. (Bright Futures Scholarships cannot be used for remedial courses.)

### **FOUR-YEAR UNIVERSITY**

- Narrow down school application choices. Can use CHOICES & FACTS.ORG in the Guidance Office.
- Register for SAT or ACT if you have not taken either one.
- Schedule college visits at least three days in advance with SLC Secretary.
- Communicate your plans with your counselor.
- Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- Attend College Night- SPC scheduled in October.
- Attend the districts Financial Aid Workshop.
- Complete FAFSA- Financial Aid Form - as soon after January 1st as possible.
- Complete Pinellas Education Foundation form and apply for all scholarships available.
- Request transcripts by signing up on notebook in Guidance. Electronic transcripts are free. Students will be charged \$3 for official copies. If you are applying to a private school, you will need to request an application directly from them and include an official transcript with your application packet.
- Complete Service Learning hours for Florida Academic Scholarships after counselor approval. (Bright Futures Scholarship cannot be used for remedial courses.)
- Check calendar in Guidance for the dates College Representatives will be on campus. Sign up if you wish to meet with them.

## SEVEN PERIOD DAY

Seminole High's schedule is a 7 period day schedule. This consists of seven class periods of approximately 46 minutes each. Students are able to earn .5 credit per class per semester. They may earn up to seven credits per school year. Under a seven period day schedule, students may earn three and a half (3.5) credits in each semester (.5 for each class) for a total of seven (7) credits per year – assuming a student passes everything.

One credit courses will be year-long and are completed in two semesters (August until June, earning 1 full credit). Half-credit courses are one semester (August until January or January until June and earn one-half .5 credit).

### Attendance, Exams and Exemptions

To be successful in high school, students must attend every class each day. A student may exempt exams if they have an A or B average for each class. Exams are given at the end of each semester (or 18 weeks).

### Grading on a Seven Period Day Schedule

Students will earn credits each semester. They receive ½ credit for each class per semester for

each passing grade. Grades are posted each (nine week) grading period and a report card is posted in Portal/Focus for every student.

### Changing courses once you have registered:

We expect students, after discussion with their parents and counselors, to choose their courses with care, prior to registration.

### CRITERIA FOR CONSIDERING A SCHEDULE CHANGE

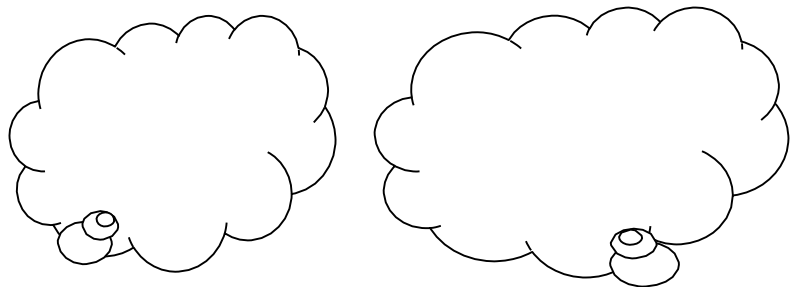
- Computer errors due to miscoding, dropping of a section, etc.
- Failure to pass the course the previous semester or failure to meet the course pre-requisites
- Level changes - require teacher's signature and parent's signature
- Course needed to meet graduation requirements
- Administrative changes

Schedule changes are made during a small window of time at the beginning of each semester. After this window, no requests to change schedules will be honored.

### Sample Student Schedule

#### Grade 10 Student --7 Credits

First Semester	Second Semester
English II	English II
Biology	Biology
P.E.	Art
Spanish II	Spanish II
Geometry	Geometry
Hope	Hope
World History	World History



## **Advancement VIA Individual Determination (AVID)**

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. Students enrolled in AVID are eligible for enrollment in Honors and Advanced Placement Courses. See AVID coordinator for information. Students entering AVID must complete an application process before being admitted. **AVID I, II, III, IV Grade level: 9 - 12**  
**Length: 2 semesters each 1 credit each.**

## **ESE Exceptional Student Education**

The Exceptional Education Department offers programs to students identified through staffing procedures and have an Individual Education Plan (IEP). All students' IEPs will reflect the appropriate educational programs and services. Students with an IEP who are pursuing a Standard Diploma will take all of the required academics to meet the Sunshine State Standards. Standard diploma students plan to continue their education at technical postsecondary school, community college, four-year college, or university, or enlistment in the armed services. In addition to the academic courses, students with an IEP will receive support services from the ESE staff either through consult, or direct services in the following classes:

- ☐ **Learning Strategies**
- ☐ **Social Personal Skills**
- ☐ **Support Facilitation**

## **SPORTS AND ELIGIBILITY RULES**

A synopsis of the eligibility rules as presented in the Florida High School Activities Association handbook:

- Each student shall maintain no less than a 2.0 Unweighted grade point average (GPA). All ninth graders will be automatically eligible for the first term. For sophomores, juniors and seniors eligibility is determined by overall UNW GPA. The student shall not play for more than 3 consecutive years from the time he/she enters the tenth grade.
  - A sports physical exam (taken after the first week of June), proof of insurance and parental permission must be on file in the Athletics/Activities Office.
- Students may participate in athletics until they reach the age of 19 years and 9 months.
  - Students must carry a normal load of classes - 7 classes for each term or 18 weeks.



## **SPORTS**



**JV Football:** (Shay Stubblefield, Coach Hines, Coach Zimmerer, Coach Baldwin, Coach Nesbit)

**Varsity Football:** (Coach Merson, Coach Miller, Coach Castine, Coach Parker, Shay Stubblefield, Coach Deruzzo, Coach Hernandez, Coach Mann)

**Flag Football:** (Coach Walter)

**JV Flag Football** (McFadden)

**Boys Varsity Soccer:** (Coach Rick Masi, Coach Richard Legg, Coach TJ, Coach Noah Risley)

**Girls Varsity Soccer:** (TJ Grzesikowski)

**JV Girls Soccer:** (Coach John Maricone)

**Varsity Cheerleading:** (Coach Rasmussen)

**JV Cheerleading:** (Haley Whitcomb)

**Varsity Volleyball:** (McFadden)

**JV Volleyball:** (Coach Culp)

**Boys' Golf:** (Coach Lally)

**Girls' Golf:** (Tipton)

**Boys Varsity Basketball:** (Coach Walker)

**Girls Varsity Basketball:** (Coach Walter)

**JV Boys' Basketball:** (Tyler Zacur)

**JV Girls Basketball:** (Coach Culp)

**Boys Tennis:** (Lally)

**Girls Tennis:** (Wood)

**Basketball Cheerleading:** (Jessica Smalley)

**Cross Country & Track & Field:** (Coach Miller)

**Swim/Dive:** (Spurgeon and Coach Cox)

**Wrestling:** (Weingart)

**Winter Guard:** (Coach Short)

**Baseball:** (Coach Cariavino)

**Softball:** (Coach Deruzzo)



# SEMINOLE HIGH SCHOOL

## 9th GRADE ELECTIVES AT A GLANCE

### 2018-2019

[illegible]

# Electives at a Glance 2018-19

<u>Number</u>	<u>Grade</u>	<u>Course Title</u>	<u>Cr.</u>	<u>Prerequisite</u>
<b>ADDL. ELECTIVES</b>				
19003100	9-12	Driver Education - Class/Lab	1/2	Must 15 years old on first day of class
17005000	10-12	AP Capstone Seminar	1	None
17005100	12	AP Capstone Research	1	Passed the AP Seminar course
17003900	9	AVID 1	1	None
17004000	10	AVID 2	1	AVID 1
17004100	11	AVID 3	1	AVID 2
17004200	12	AVID 4	1	AVID 3
05003000	11-12	Executive Internship 1	1	Application Process & min. 3.0 GPA
05003100	11-12	Executive Internship 2	1	Executive Internship 1
05003200	11-12	Executive Internship 3	1	Executive Internship 2
05003300	11-12	Executive Internship 4	1	Executive Internship 3
SLS11010	12	The College Experience	1/2	UNW 2.5 GPA & have taken the PERT

<b>ART</b>				
01936000	11-12	AP Studio Art: 3/D Design	1	3 years of Visual Art and portfolio approval
01093500	11-12	AP Studio Art: 2/D Design	1	3 years of Visual Art and portfolio approval
01013550	9-12	Creating 2-D Art	1/2	None
01013650	9-12	Creating 3-D Art	1/2	None
01013100	10-12	2-D Studio Art 2	1	Creating 2-D or 3-D Art
01083100	10-12	Creative Photography I	1	Creating 2-D or 3-D Art: Digital camera required
01083200	11-12	Creative Photography II	1	Creative Photography I: Digital camera required
01083300	12	Creative Photography III	1	Creative Photography II: Digital camera required
01083700	10-12	Digital Art Imaging 1	1	Creating 2-D Art or Creating 3-D Art
01083800	11-12	Digital Art Imaging 2	1	Digital Art Imaging 1
01013400	11-12	3-D Studio Art 2	1	Creating 3-D or 2-D Art

<b>BUSINESS TECH</b>				
EME2040	11-12	Intro to Educational Technology	1/2	Dual Enrollment Crs. on SHS campus
EDF1005	11-12	Intro to Education	1/2	Dual Enrollment Crs. on SHS campus
82033100	10-12	Accounting Applications 1	1	Legal Aspects of Business
82121100	10-12	Administrative Office Technology I	1	Business Software Application 1
82151200	10-12	Business & Entrepreneurial Principals	1	Dig. Info Tech/Intro to Info Tech/Comp. for College
82121200	10-12	Business Software Application 1	1	Dig. Info Tech/Intro to Info Tech/Comp. for College
82073100	9-12	Digital Infomation Technology	1	None - Earns College Credit
8207310E	9-12	Digital Infomation Technology	1	None / <b>E-Commerce Students ONLY</b> (1st level)
8200340E	10-12	Intro to E-Commerce	1	Intro to Info Tech (2nd level for E-Commerce)
8200350E	11-12	E-Commerce Entrepreneurship	1	Intro to E-Commerce (3rd level for E-Commerce)
8200360E	11-12	E-Commerce Systems Analy & Design	1	E-Commerce Entrepreneurship
82095100	10-12	Digital Design 1	1	Dig. Info Tech/Intro to Info Tech/Comp. for College
82095200	10-12	Digital Design 2	1	Digital Design 1
82095300	10-12	Digital Design 3	1	Digital Design 2
82151300	10-12	Legal Aspects of Business	1	Business & Entrepreneurial Principals
83003101	11-12	Workplace Essentials - TA 1	1/2	Application & teacher approval/ <b>\$1 Badge Fee</b>
83003202	11-12	Practical Arts General - TA 2 & 3	1/2	Application & teacher approval/ <b>\$1 Badge Fee</b>
83030100	11-12	DCT Principles & DCT-OJT	1	None / Must also take DCT Principles & OJT
90013200	11-12	Computer & Network Security	1	Dig. Info Tech/Intro to Info Tech/Comp. for College
90001330	11-12	Cybersecurity Essentials	1	Computer & Network Security
90013400	11-12	Operational Cybersecurity	1	Cybersecurity Essentials
90072100	10-12	Foundations of Programming	1	Dig. Info Tech/Intro to Info Tech/Comp. for College
90072200	11-12	Procedural Programming	1	Foundations of Programming
90072300	11-12	Object-Oriented Programming Fund.	1	Procedural Programming

<u>Number</u>	<u>Grade</u>	<u>Course Title</u>	<u>Cr.</u>	<u>Prerequisite</u>
<b>DRAMA/THEATRE</b>				
04003000	9-12	Intro to Drama	1/2	None
04003100	9-12	Theatre 1	1	Intro to Drama, Improv or Tech Des.
04003200	10-12	Theatre 2	1	Theatre 1
04003300	11-12	Theatre 3	1	Theatre 2
04003400	12	Theatre 4	1	Theatre 3
04004100	9-12	Technical Theatre Design & Prod.	1	None
04006200	10-12	Theatre Improvisation	1	None
04007000	9-12	Musical Theatre 1	1	Intro to Drama, Improv or Tech Des.
04007100	10-12	Musical Theatre 2	1	Musical Theatre 1
04007200	11-12	Musical Theatre 3	1	Musical Theatre 2
<b>MUSIC</b>				
1302300S	9-12	Band I - VI (Symphonic)	1	Sequential order - After sch. reh. req. & Audition
1302300M	9-12	Band I - VI (Marching)	1	Sequential order - After sch. reh. req. & Audition
13055000	9-12	Music Techniques	1	None - Take if you want 2 periods of band
1303300M	9-12	Chorus I - IV (Male Chorus)	1	Sequential order
1303300W	9-12	Chorus I - IV (Female Chorus)	1	Sequential order
1303310W	10-12	Chorus II-IV mixed (Warhawk Singers)	1	Chorus I
1303320S	10-12	Chorus III-IV mixed (Seminole Singers)	1	Chorus I & II
13043000	9-12	Music Tech & Sound Engineering 1	1	None
13043100	9-12	Music Tech & Sound Engineering 2	1	Music Tech 1
13043200	9-12	Music Tech & Sound Engineering 3	1	Music Tech 2
13053000	9-12	Eurhythmics 1-4 (Color/Winter Guard)	1	Sequential order
13013200	9-12	Guitar 1 (Must own/rent an acoustic guitar)	1	None
13013300	9-12	Guitar 2 (Must own/rent an acoustic guitar)	1	Guitar 1
13024200	9-12	Instrumental Tech 1-3(Percussion)	1	Sequential order (Audition required)
13024500	9-12	Instrumental Tech 4 (Percussion)	1	Instru Tech III (Audition required)
13025000	9-12	Jazz Ensemble 1	1	Previous Instrument Experience
13025100	9-12	Jazz Ensemble 2	1	Jazz Ensemble I
13025200	9-12	Jazz Ensemble 3		
13013600	9-12	Keyboard 1 (Piano)	1	None
13013700	9-12	Keyboard 2 (Piano)	1	Keyboard I (Piano)
13013800	9-12	Keyboard 3 (Piano)	1	Keyboard II (Piano)
13013900	9-12	Keyboard 4 (Piano)	1	Keyboard III (Piano)
13003000	9-12	Music Theory I	1	None
13003100	9-12	Music Theory II	1	Music Theory I
13003300	12	Adv PI Music Theory	1	Audition/demonstration of skills
13023600	9-12	Orchestra I - IV	1	Middle School Orch/sequential order

<u>Number</u>	<u>Grade</u>	<u>Course Title</u>	<u>Cr.</u>	<u>Prerequisite</u>
<b>PE</b>				
1502410S	9-12	Individual & Dual Sports 1/Swimming	1/2	None
1502420S	9-12	Individual & Dual Sports 2/Swimming	1/2	Individual & Dual Sports I
15034000	9-12	Aerobics 1	1/2	None
15034100	9-12	Aerobics 2	1/2	Aerobics 1
15034200	9-12	Aerobics 3	1/2	Aerobics 2
15033100	9-12	Basketball	1/2	None
1503350B	9-12	Team Sports 1 = Basketball level 2	1/2	None
1503350F	9-12	Team Sports 1 = Flag Football 1	1/2	None
1503350M	9-12	Team Sports 1 = Mixed Sports	1/2	None
1503350S	9-12	Team Sports 1 = Soccer level 2	1/2	None
1503350SB	9-12	Team Sports 1 = Softball level 2	1/2	None
1503360F	9-12	Team Sports 2 = Flag Football 2	1/2	Team Sports 1/Flag Football
1503360B	9-12	Team Sports 3 = Basketball 3	1/2	Team Sports 1/Basketball 2
15045000	9-12	Tennis 1	1/2	None
15045100	9-12	Tennis 2	1/2	Tennis 1
15045200	9-12	Tennis 3	1/2	Tennis 2
15055000	9-12	Volleyball 1	1/2	None
15055100	9-12	Volleyball 2	1/2	Volleyball 1
15055200	9-12	Volleyball 3	1/2	Volleyball 2
15013400	9-12	Weight Training 1	1/2	None
15013500	9-12	Weight Training 2	1/2	Weight Training 1
15013600	9-12	Weight Training 3	1/2	Weight Training 2
15013900	9-12	Comp Fitness (level 4 of Wt Train)	1/2	Weight Training 3
15063200	10-12	HOPE	1	None

<b>TECHNOLOGY</b>				
8601900C	12	Adv Applic in Tech/Comm	1	Completed 3 years of Tech Ed/Comm
8601900E	12	Adv Applic in Tech/Eng	1	Completed 3 years of Tech Ed/Eng <b>E</b>
8601900R	12	Adv Applic in Tech/Eng Robotics	1	Completed 3 years of Tech Ed/Eng <b>R</b>
8601900T	12	Adv Applic in Tech/Tech	1	Completed 3 years of Tech Ed/Eng <b>T</b>
86010100	9-12	Communications Tech 1	1	None
86010200	10-12	Communications Tech 2	1	Communications Technology 1
86010300	11-12	Communications Tech 3	1	Communications Technology 2
84010100	9-12	Technical Design 1	1	None
84010200	10-12	Technical Design 2	1	Technical Design 1
84010300	11-12	Technical Design Tech 3	1	Technical Design 2
84011100	9-12	Applied Engineering Tech 1	1	None
84011200	10-12	Applied Engineering Tech 2	1	Applied Engineering Tech 1
84011300	11-12	Applied Engineering Tech 3	1	Applied Engineering Tech 2
8401110R	9-12	Applied Engineering Tech 1	1	<b>Robotics Team</b> - None
8401120R	10-12	Applied Engineering Tech 2	1	<b>Robotics Team</b> - Applied Engineering 1
8401130R	11-12	Applied Engineering Tech 3	1	<b>Robotics Team</b> - Applied Engineering 2
86005100	9-12	Technology Studies 1	1	None
86006100	10-12	Technology Studies 2	1	Technology Studies 1
86017100	11-12	Technology Studies 3	1	Technology Studies 2
86018000	11-12	Work-Based Experience (OJT)	1	Enrolled in a Tech course & have earned 2 credits
87721100	9-12	TV Production 1	1	None
87721200	9-12	TV Production 2	1	TV Production 1
87721300	9-12	TV Production 3	1	TV Production 2
87721400	9-12	TV Production 4	1	TV Production 3
82014100	9-12	Digital Video Production 1	1	None
82014200	9-12	Digital Video Production 2	1	Digital Video Production 1

<u>Number</u>	<u>Gr.</u>	<u>Course Title</u>	<u>Cr.</u>	<u>Prerequisite</u>
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<b>WORLD LANG</b>
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07084000	9-12	AP Spanish Language	1	Spanish IV and/or V
70841000	9-12	AP Spanish Literature	1	Spanish IV and/or V
07013200	9-12	French I	1	None
07013300	9-12	French II	1	French I
07013400	9-12	French III	1	French II

07013500	9-12	French IV	1	French III
07013600	9-12	French V	1	French IV
07013700	9-12	French VI	1	French V
07083400	9-12	Spanish I	1	None
07083500	9-12	Spanish II	1	Spanish I
07083600	9-12	Spanish III	1	Spanish II
07083700	9-12	Spanish IV	1	Spanish III
07083800	9-12	Spanish V	1	Spanish IV
07083900	9-12	Spanish VI	1	Spanish V

# Required Academy Courses

Center for Education and Leadership Academy (CEL)				
<u>NUMBER</u>	<u>GRADE</u>	<u>COURSE TITLE</u>	<u>Credit</u>	<u>PREREQUISITE</u>
89090300	9	Intro Teach Prof	1	None
89090200	10	Human Growth/Development	1	Intro Teach Prof
89090100	11	Found/Curr & Instrction	1	Human Growth/Development
89090400	12	Prin Teaching Inter	1	Found/Curr & Instrction

iHAWK Academy				
<u>NUMBER</u>	<u>GRADE</u>	<u>COURSE TITLE</u>	<u>Credit</u>	<u>PREREQUISITE</u>
2400300H	9	Leadership Skills Development	1	None
2400310H	10	Leadership Techniques	1	Leadership Skills Development
0500300H	11	Exec. Internship 1 (Sem. 1) 6th per.	1/2	Leadership Techniques
0500310H	11	Exec. Internship 2 (Sem. 1) 7th per.	1/2	Leadership Techniques
0500330H	11	Exec Internship 3 (Sem. 2) 6th & 7th per.	1	Exec. Intern 1 & 2 Semester 1
0500320H	12	Exec Internship 4 (Sem. 1) 6th & 7th per.	1	Exec Internship 4
SLS1101H	12	Leadership Dev. Seminar (Sem. 2) 6th & 7th per.	1	Exec. Internship 3

Academy of E-Commerce, Internet Marketing & Law				
<u>NUMBER</u>	<u>GRADE</u>	<u>COURSE TITLE</u>	<u>Credit</u>	<u>PREREQUISITE</u>
87073100	9	Digital Information Technology	1	None
8200340E	10	Intro to E-Commerce	1	Digital Information Technology
8200350E	11	E-Commerce Entrepreneurship	1	Intro to E-Commerce
8200360E	12	E-Commerce Sys. Analy. & Des.	1	E-Commerce Entrepreneurship

Engineering Academy				
<u>NUMBER</u>	<u>GRADE</u>	<u>COURSE TITLE</u>	<u>Credit</u>	<u>PREREQUISITE</u>
84011100	9	Applied Engineering Tech 1	1	None
84011200	10	Applied Engineering Tech 2	1	Applied Engineering Tech 1
84011300	11	Applied Engineering Tech 3	1	Applied Engineering Tech 2
8601900E	12	Adv. Applications in Tech	1	Applied Engineering Tech 3

# Language Arts

NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
ENC1101	11-12	Composition I (Semester 1) 3 college credits	1	Q *	>=106 PERT Rd/103 PERT Wr.
ENC1102	11-12	Composition II (Semester 2) 3 college credits	1	Q *	Composition I S1 (Must take both)
10014200	<b>10-11</b>	AP English Language & Comp.	1	Q ^ \$	Eng. 2 Hon. grade of A or B
10014300	<b>11-12</b>	AP English Literature & Comp.	1	Q ^ \$	Eng. 3 Hon. grade of A or B
10093200	9-12	Creative Writing 1	1/2	+	None
10093300	9-12	Creative Writing 2	1/2		Creative Writing 1
10013100	9	English 1	1	+	None
10013200	9	English Honors 1	1	Q \$ +	None
10013400	10	English 2	1	+	English 1 or honors
10013500	10	English Honors 2	1	Q \$ +	English 1 honors
10013700	11	English 3	1	+	English 2 or honors
10013800	11	English Honors 3	1	Q \$ +	English 2 or honors
10014050	12	English 4: Florida College Prep	1		Eng. 3 No PERT or PERT Rd <106
10014100	12	English Honors 4	1	Q \$ +	English 3 honors or English 3
10063000	9	Journ 1	1	+	None
10063100Y/N	10-12	Journ 2 (Newspaper or Year Book)	1		Journ 1
10063200Y/N	10-12	Journ 3 (Newspaper or Year Book)	1	Q	Journ 2 (Newspaper or YB)
10063300Y/N	10-12	Journ 4 (Newspaper or Year Book)	1	Q	Journ 3 (Newspaper or YB)
10063400Y/N	11-12	Journ 5 (Newspaper or Year Book)	1	Q	Journ 4 (Newspaper or YB)
10063500Y/N	11-12	Journ 6 (Newspaper or Year Book)	1	Q	Journ 5 (Newspaper or YB)

Course offerings are based on the number of student requests.  
If there is not enough requests for a course it will be cancelled.

**+** = This course is available in a Pinellas County School virtual learning environment


**Q** = Quality Point Course

**\*** = Paired Courses - Must take both courses & pick up a Dual Enrollment Appl. from Guidance


**\$** = May require the purchase of paperback novels


**^** = AP Students are required to take the Semester 1 exam & the grade will count towards their 1st semester grade. Students must also take the "standardized" Advanced Placement Test in May. Students can exempt the 2nd semester teacher exam if they meet the Final Exam Waiver Requirements. Students can earn college credit by passing the AP exam.

Eng. I - IV (H), AP Lit & AP Lang.- It is recommended that students purchase their own novels for annotation purposes.

 <b>EXCELLENCE IN ONLINE LEARNING</b>	
<b>* English I</b>	
<b>Course #</b>	10013101,2
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	M/J Language Arts 3 (any level)
<b>Credit</b>	1
<p>English I 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 various types of papers. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.</p>	

<b>* English I + Reading Intervention</b>	
<b>Course #</b>	1001310R
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	M/J Language Arts 3 (any level)
<b>Credit</b>	1
<p>English I Plus Reading Intervention (or English I RI) focuses on the study of literature, language, and composition. Emphasis is placed on reading skills and strategies as well as practice with informational passages. Emphasis is also 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. This class will serve as the required reading course for FCAT Level 2 students scoring at or above a 300 scale score if the teacher has completed the state's CAR PD training.</p>	

 <b>EXCELLENCE IN ONLINE LEARNING</b>	
<b>Q * English Honors I</b>	
<b>Course #</b>	10013201,2
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	M/J Language Arts 3A or M/J Language Arts 3
<b>Credit</b>	1
<p>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.</p>	
<p>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.</p>	

 <b>EXCELLENCE IN ONLINE LEARNING</b>	
<b>* English II</b>	
<b>Course #</b>	10013401,2
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	English I (any level)
<b>Credit</b>	1
<p>English II focuses on the study of literature, language, and composition. Emphasis is placed on developing an</p>	

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 II + Reading Intervention**

**Course #** 1001340R

**Grade Level** 10

**Length** 1 year

**Prerequisite** English I (any level)

**Credit** 1

English II Plus Reading Intervention (or English II RI) focuses on the study of literature, language, and composition. Emphasis is placed on reading skills and strategies as well as practice with informational passages. Emphasis is also 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. This class will serve as the required reading course for FCAT Level 2 students scoring at or above a 300 scale score if the teacher has completed the state's CAR PD training.

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**

**Course #** 10013701,2

**Grade Level** 11

**Length** 1 year

**Prerequisite** English II (any level)

**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.



**Q \* English Honors II**

**Course #** 10013501,2


**Grade Level** 10

**Length** 1 year

**Prerequisite** English Honors I or English I


**Credit** 1

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of literary

	
<b>Q * English Honors III</b>	
<b>Course #</b>	10013801,2
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors II or English II
<b>Credit</b>	1
<p>This course focuses on the 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.</p>	
<p>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.</p>	

<b>* English IV</b>	
<b>Course #</b>	10014001,2
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	English III (any level)
<b>Credit</b>	1

<p>This course focuses on the close reading and careful analysis of complex literary (with an emphasis British and World literature) and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing.</p>
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<b>Q * English Honors IV</b>	
<b>Course #</b>	10014101,2
<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors III or English III
<b>Credit</b>	1
<p>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.</p>	


<p>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.</p>
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<b>Q*Advanced Placement English: Language and Composition</b>	
<b>Course #</b>	10014201,2
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors II
<b>Credit</b>	1
This course focuses on an extensive study of literature and language. Emphasis is placed on the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. This course substitutes for the English III requirement.	
Advanced Placement courses involve 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. Advanced Placement courses are recommended for students with either an average English grade of at least a C or enrollment in AVID. <b>Students are required to take the Advanced Placement examination.</b>	


<b>Q * Advanced Placement English: Literature and Composition</b>	
<b>Course #</b>	10014301,2
<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors III or AP English Language and Composition
<b>Credit</b>	1
This course focuses on an extensive study of literature and writing. Emphasis is placed on an appreciation of	

the power of language, an understanding of the writer's craft, and the development of critical standards for appreciating literary works. This course substitutes for the English IV requirement.
Advanced Placement courses involve 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. Advanced Placement courses are recommended for students with either an average English grade of at least a C or enrollment in AVID. <b>Students are required to take the Advanced Placement examination.</b>

<b>English IV: Florida College Prep</b>	
<b>Course #</b>	10014050
<b>Grade Level</b>	12
<b>Length</b>	1 Year
<b>Prerequisite</b>	English III (any level)
<b>Credit</b>	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 pieces, narrative pieces, 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 vocabularies and read and write widely.	

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

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

	
<b>** Journalism I (Newspaper or Yearbook)</b>	
<b>Course #</b>	10063001,2
<b>Grade Level</b>	9-12
<b>Length</b>	Year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes.</p>	

<b>Journalism II (Newspaper or Yearbook)</b>	
<b>Course #</b>	10063101,2
<b>Grade Level</b>	9-12
<b>Length</b>	Year
<b>Prerequisite</b>	Journalism I
<b>Credit</b>	1
<p>The purpose of this course is to develop writing skills through practice in journalistic writing. Emphasis is placed on gathering information, writing articles, and exploring career opportunities in journalism. Students prepare materials for publication.</p>	

<b>Q Journalism III (Newspaper, Yearbook or Literary Magazine)</b>	
<b>Course #</b>	10063201,2
<b>Grade Level</b>	10-12
<b>Length</b>	Year
<b>Prerequisite</b>	Journalism II
<b>Credit</b>	1
The purpose of this course is to improve writing and production skills related to journalistic media. Emphasis is placed on writing in a variety of styles. Students apply organizational and managerial skills in the production of various publications.	

<b>Q Journalism IV (Newspaper, Yearbook or Literary Magazine)</b>	
<b>Course #</b>	10063301,2
<b>Grade Level</b>	10-12
<b>Length</b>	Year
<b>Prerequisite</b>	Journalism III
<b>Credit</b>	1
The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts.	


<b>Intensive Reading: Single Block 9</b>	
<b>Course #</b>	1000410N,O
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	None

<b>Credit</b>	1
The purpose of this course is to help students reading below FCAT Level 3 improve their reading skills. Emphasis is placed on expanding vocabulary, and reading with enhanced fluency and comprehension.	
<b>Intensive Reading: Single Block 10</b>	
<b>Course #</b>	1000410T,U
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
The purpose of this course is to help students reading below FCAT Level 3 improve their reading skills. Emphasis is placed on expanding vocabulary, and reading with enhanced fluency and comprehension.	

<b>Intensive Reading: Double Block 9</b>	
<b>Course #</b>	10004101,2
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	2 credits of 10004101,2 per year
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 designed to help students reading below FCAT Level 2 reach higher levels of reading and writing achievement.	
<b>Intensive Reading: Double Block 10</b>	
<b>Course #</b>	10004103,4

<b>Grade Level</b>	10
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	2 credits of 10004103,4 per year
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 designed to help students reading below FCAT Level 2 reach higher levels of reading and writing achievement.	

<b>Intensive Language Arts: Critical Reading</b>	
<b>Course #</b>	10004000
<b>Grade Level</b>	11-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2 elective credit; may earn multiple credits
This course is designed for FCAT retakers who need additional work before retaking the FCAT reading test to meet the graduation requirement.	

<b>Explanation of Symbols</b>	
<b>Symbol</b>	<b>Explanation</b>
*	Course meets English graduation requirement.
**	Practical Arts Courses meet the Arts High School Graduation Requirement for students who entered their first year of high school in the 2007-2008 school year and subsequent years due to the statutory changes in the revised high school graduation section of the statute.
	<p>The Pinellas County School (PCS) virtual symbol indicates this course is available in a Pinellas County School virtual learning environment.</p> <p>All Pinellas County School Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.</p>

# Mathematics

NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
MAC1105	11-12	College Algebra (one semester)	1	Q\$	>= 123 on the PERT
12003100	9-12	Algebra 1 ( <b>FSA EOC</b> )	1	+	None
12003150	9-12	Algebra 1 CR (grade forgiveness)	1/2		If you made a "D" or "F" in Alg. 1
12003700	9-12	Algebra 1A (1st semester) 2 per.	1	** +	Level 1 or 2 in math - <b>paired</b> with Alg. 1B
12003800	9-12	Algebra 1B (2nd semester) 2 per.	1	** +	Level 1 or 2 in math - <b>must take both</b>
12003870	10-12	Financial Algebra	1		Math for College Readiness
12003300	10-12	Algebra 2	1	+	Geometry
12003400	10-12	Algebra 2 Hon	1	Q +	Geometry Hon & in AVID (grade A or B)
12013100	10-12	Analysis of Functions (1st Sem)	1/2	Q *	Algebra 2 / Paired with Trigonometry
12113000	10-12	Trigonometry Honors (2nd Sem)	1/2	Q *	Algebra 2 / Paired with Analysis of Functions
12023100	11-12	AP Calculus AB	1	Q***	Pre-Calculus (grade of A or B)
12023200	11-12	AP Calculus BC	1	Q***	AP Calculus AB
12103200	11-12	AP Statistics	1	Q	Algebra 2
12023000	11-12	Calculus Honors	1	Q +	Pre-Calc or Trig. & Analysis of Functions
12063100	9-12	Geometry ( <b>FSA EOC</b> )	1	+	Algebra 1
12063200	9-12	Geometry Honors ( <b>FSA EOC</b> )	1	Q	Algebra 1 Honors (grade of A or B)
12073000	10-12	Liberal Arts Math1	1		Full credit of Algebra or Algebra 1A/1B
12007000	11-12	Math for College Readiness	1		Geometry - required if PERT score is <114
12023400	10-12	Pre-Calculus Honors	1	Q +	Algebra 2 Hon (grade of A or B)
12103000	11-12	Probability & Statistics w/Appls	1	Q	Algebra 2 or higher

Course offerings are based on the number of student requests.  
If there is not enough requests for a course it will be cancelled.

+ = This course is available in a Pinellas County School virtual learning environment

Q = Quality Point course

Q\$ = Quality Point courses that earn 3 college credits. Must pick up a Dual Enrollment Appl. from Guidance Lab fee attached with these courses of approximately \$60 each

\* = Paired Courses and you must take both courses

\*\* = Must take both courses ALL year that will run 2 periods earning 2 credits

\*\*\* = Graphing Calculator is required for this course



FSA EOC = Students are required to take the district mid-term exam & the grade will count towards their 1st semester grade. Then students will take the EOC exam in place of a teacher's 2nd semester exam.

Students must participate in the EOC assessment and the results constitute 30% of the final grade.

^ = AP Students are required to take the teacher's 1st semester exam & the grade will count towards their 1st semester grade. Students must also take the "standardized" Advanced Placement Test in May. Students can exempt the 2nd semester teacher exam if they meet the Final Exam Waiver Requirements.

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

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

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.


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

*Informal Geometry	
Course #	12063001,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
<p>The purpose of this course is to develop the geometric knowledge that can be used to solve a variety of real-world and mathematical problems. Geometric relationships are developed inductively with hands-on activities. The content of this course is less rigorous than Geometry, course number 1206310, and does not include formal deductive proofs. Topics shall include, but not be limited to, logic, Euclidean Geometry, informal proofs, constructions, lines, polygons, quadrilaterals, triangles, circles, polyhedral, spheres, problem solving strategies and literacy strategies.</p>	
<p><b>NOTE:</b> This course is not recognized by the State University System as meeting one of the core courses required for freshman admissions.</p>	

*Algebra 1A (Two-year Algebra Program)		
Course #	1200370	
Grade Level	9-12	
Length	1 year	
Prerequisite	None	
Credit	1	
This course is the first half of the algebraic content for the algebra one program. Topics shall include, but not be limited to, the real number system with emphasis on rational and irrational numbers, sets, variables, algebraic expressions, patterns, relations and functions, solutions to linear equations and inequalities, rates, ratios, proportions, coordinate geometry, graphs, Venn diagrams, real-world problems, problem solving strategies, and literacy strategies.		
*Algebra 1B (Two-year Algebra Program)		
Course #	1200380	EOC
Grade Level	9-12	
Length	1 year	
Prerequisite	One full credit in Algebra 1A	
Credit	1	


OC *Geometry	
Course #	1206310 EOC
Grade Level	9-12
Length	1 year
Prerequisite	<p>Completion of the Algebra 1 course or equivalent (See Note)</p> <p>One full credit of the Algebra 1 course or completion of an Algebra 1 or equivalent course with a passing grade.</p>
Credit	1
<p>The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, constructions, lines, polygons, transformations, quadrilaterals, triangles,</p>	


circles, polyhedral, spheres, trigonometric ratios, problem solving strategies and literacy strategies.

 EXCELLENCE IN ONLINE LEARNING	
<b>Q * Geometry Honors</b>	
<b>Course #</b>	12063201,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One Algebra 1 credit of level 4 or 5 and a passing grade in Algebra 1 Honors or one full credit in Algebra 1 or Algebra 1 Honors
<b>Credit</b>	1
<p>The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, truth tables, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, vectors, Fibonacci sequence, golden ratio, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, cross sections, spheres, coordinate geometry, trigonometric ratios, problem solving strategies and literacy strategies.</p>	

**Students are required to take the state Geometry End-of-Course Exam.**

<b>*Liberal Arts Mathematics 2</b>	
<b>Course #</b>	12083001,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit of Algebra 1
<b>Credit</b>	1
<p>The purpose of this course is to strengthen Algebra 1 skills and to explore informal geometry. State assessment skills will be reinforced. Topics shall include, but not be limited to, laws of exponents, real number properties and operations, graphs, functions, equations and inequalities, quadratic equations, coordinate geometry, polygons, quadrilaterals, triangles, solids, data sets, measures of central tendency, real-world applications, problem solving strategies and literacy strategies. Students may not earn credit in both Liberal Arts Mathematics courses.</p>	
<p>Note: <i>This course is not recognized by the State University System as meeting one of the core courses required for freshman admissions.</i></p>	


 EXCELLENCE IN ONLINE LEARNING	
<b>*Algebra 2</b>	
<b>Course #</b>	12003301,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 1 or equivalent
<b>Credit</b>	1
<p>The purpose of this course is to continue the study of the structure of algebra and to apply these skills to fields such as science, social science, statistics, and health-related fields. Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, rational expressions and equations, absolute value, direct, inverse and joint variation, arithmetic and geometric sequences and series, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomials, problem solving strategies and literacy strategies.</p>	


 EXCELLENCE IN ONLINE LEARNING	
<b>Q * Algebra 2 Honors</b>	
<b>Course #</b>	12003401,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 1 Honors or one full credit in Algebra 1 and enrollment in AVID
<b>Credit</b>	1
<p>The purpose of this course is to study algebraic topics in-depth with emphasis on theory, proof, and development of formulas and their applications. Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, absolute value, direct, inverse and joint variation, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomial equations and inequalities, Binomial Theorem, radical expressions, non-linear systems of equations, conic sections, sigma notation, arithmetic and geometric sequences, equations of circles, real-world applications, problem solving strategies and literacy strategies.</p>	


<b>*Advanced Algebra with Financial Applications</b>	
<b>Course #</b>	1200500
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 2
<b>Credit</b>	1
<p>The purpose of this course is to develop the algebraic relationship and deductive strategies through financial applications that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not limited to, financial planning, credit management, career explorations, equations, inequalities, linear functions, systems of linear equations and inequalities, quadratic, polynomial, exponential and logarithmic functions, interest, personal and commercial debt, mortgages, stocks, bonds, insurance, credit, taxes and measures of central tendency.</p>	

<b>*Mathematics for College Readiness</b>	
<b>Course #</b>	12007001,2
<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Geometry or equivalent
<b>Credit</b>	1
<p>This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for mathematics, indicating that they are not yet college ready in mathematics. This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: an introduction to functions, linear equations and inequalities, solving systems of equations, rational equations and algebraic fractions, radicals and rational exponents, factoring and quadratic equations, complex numbers, and the Common Core Standards for High School Modeling. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.</p>	
<p><b>Note:</b> <i>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.</i></p>	


<b>Q*Advanced Placement Statistics</b>	
<b>Course #</b>	12103201,2
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 2
<b>Credit</b>	1
<p>The purpose of this course is to provide study in exploratory data, planning a study, anticipating patterns in advance, and statistical inference. Topics shall include, but not be limited to, graphical displays, summaries and comparisons of distributions of univariate data, bivariate data and categorical data, overview methods of data collection, planning and conducting surveys and experiments, anticipating patterns using probability simulation, and confirming models through statistical inference. Credit in this course precludes credit in Probability and Statistics with Applications.</p>	
<p><b>Note:</b> <i>Students are required to take the Advanced Placement examination.</i></p>	

	
<b>Q*Analysis of Functions</b>	
<b>Course #</b>	12013101,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	One full credit in Algebra 2
<b>Credit</b>	1
<p>The purpose of this course is to analyze the similarities between exponential and logarithmic functions, trigonometric and circular functions, and polynomial functions. Topics shall include, but not be limited to, graphs, relations, functions and their inverses, rational and polynomial equations, exponential and logarithmic functions, trigonometric functions, real-world applications, problem solving strategies and literacy strategies.</p>	
<p><b>Note:</b> <i>A student who receives credit for both Trigonometry and Analytic Geometry or Pre-Calculus shall not receive credit for Analysis of Functions.</i></p>	

	
<b>Q*Pre-Calculus Honors</b>	
<b>Course #</b>	12023401,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 2
<b>Credit</b>	1
<p>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.</p> <p><b>Note:</b> A student who receives credit for both Trigonometry and Analytic Geometry cannot receive credit for Pre-calculus.</p>	

	
<b>Q*Calculus Honors</b>	
<b>Course #</b>	12023001,2
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Credit in Trigonometry and Analytic Geometry or Pre-Calculus
<b>Credit</b>	1
<p>The purpose of this course is to provide a foundation for the study of advanced mathematics, including elementary functions and techniques of calculus. Topics shall include, but not be limited to, concept of limits, derivatives, anti-derivatives, tangent lines, integration, real-world applications, problem solving strategies and literacy strategies.</p>	

<b>Q*Advanced Placement Calculus AB</b>	
<b>Course #</b>	12023101,2
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Credit in Trigonometry and Analytic Geometry or Pre-Calculus
<b>Credit</b>	1
<p>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.</p> <p><b>Note:</b> Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.</p>	

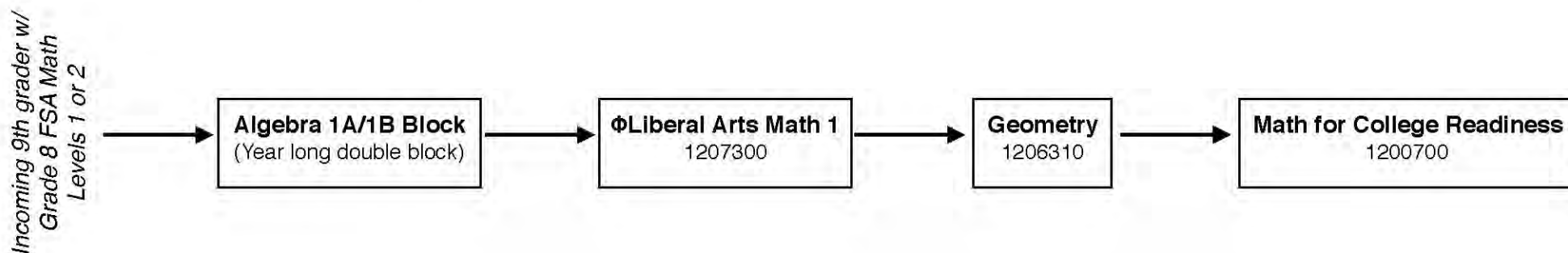
Explanation of Symbols	
Symbol	Explanation
*	Course meets Mathematics graduation requirement.
**	Course meets Mathematics graduation requirement if a student performance plan (PCS Form 2-2705) is on file.
***	Elective Credit Only
	

# MATHEMATICS FLOW CHART

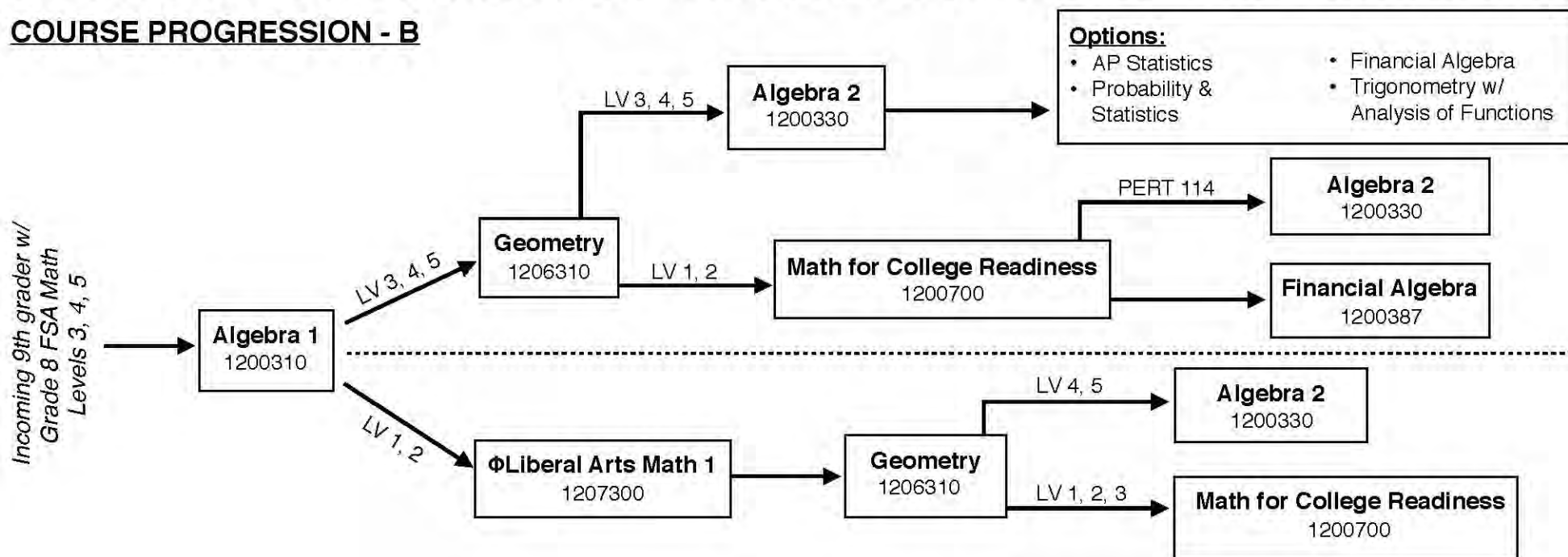
## Grades 9 - 12

### 2017 - 2018

#### COURSE PROGRESSION - A



#### COURSE PROGRESSION - B

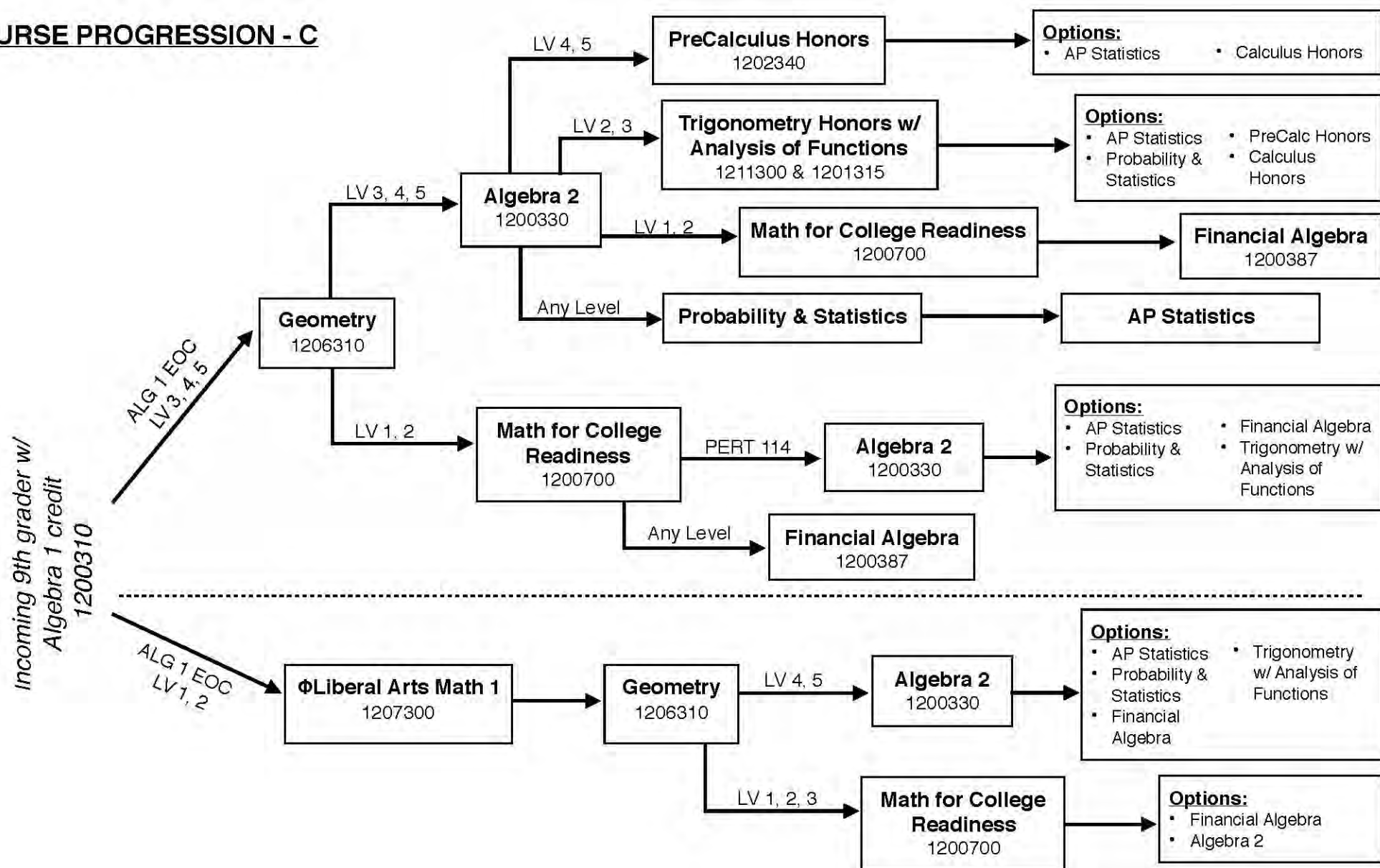


# MATHEMATICS FLOW CHART

## Grades 9 - 12

### 2017 - 2018

#### COURSE PROGRESSION - C

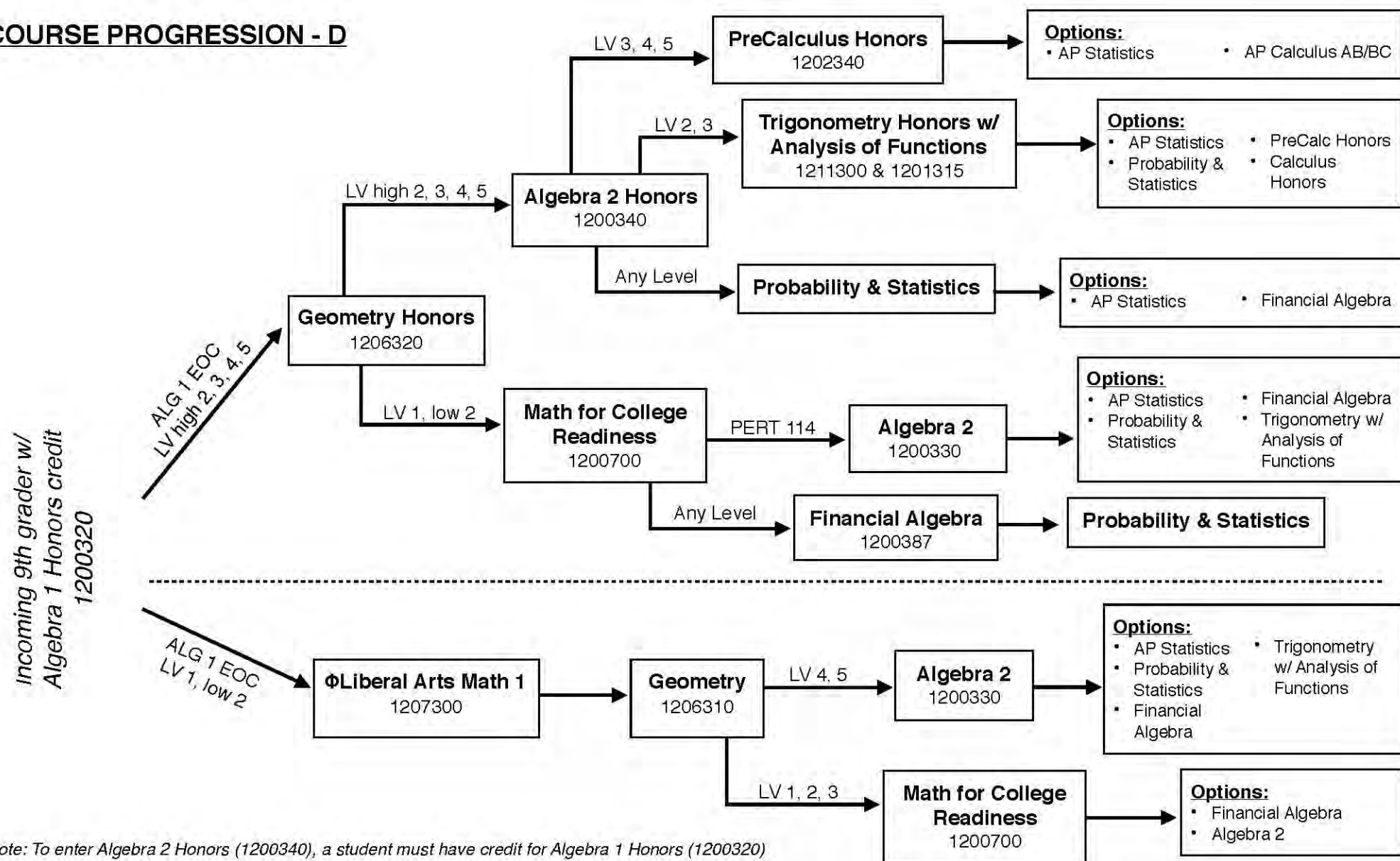


# MATHEMATICS FLOW CHART

## Grades 9 - 12

### 2017 - 2018

#### COURSE PROGRESSION - D



Note: To enter Algebra 2 Honors (1200340), a student must have credit for Algebra 1 Honors (1200320)

# Science



NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
20003600	11-12	Anatomy & Physiology Hon	1	Q	Bio. I & Chem/recommend "C" or better in each
20003400	11-12	AP Biology	1	Q ^ \$	Bio. I & Chem. / recommend "C" or better in Biology
20033700	11-12	AP Chemistry	1	Q ^ \$	Chem. I / recommend "C" or better
20013800	10-12	AP Environmental Science	1	Q ^ \$	Bio. I & Chem. I / recommend "C" or better in Bio.
20034210	11-12	AP Physics I	1	Q ^ \$	Algebra 2 & Physics / recommend "C" or better
20003100	10-12	Biology I (EOC)	1	+	None
20003200	9-12	Biology I Honors (EOC)	1	Q +	Adv. 8th Grade Sci Credit/recommend "C" or better
20033400	10-12	Chemistry I	1	+	Algebra 1
20033500	10-12	Chemistry I Honors	1	Q +	Geometry or concurrent Geometry
20013100	9-12	Earth/Space Science	1	+	None
20013400	10-12	Environmental Science	1		Biology I
20025100	10-12	Marine Science I Hon	1	Q +	Bio. I & recommend Chem. with "C" or better in both
20025300	11-12	Marine Science II Honors	1	Q	Mar. Sci I & Chem. / recommend "C" or better
20033100	10-12	Physical Science	1		None
20033800	10-12	Physics I	1	+	Algebra 1 / recommend "C" or better
20033900	10-12	Physics I Honors	1	Q +	Algebra 2 / recommend "C" or better

**+** = This course is available in a Pinellas County School virtual learning environment

**Q** = Quality Point Course

**\$** = \$20.00 Mandatory Laboratory Fee

**^** = Students are required to take the semester 1 exam & the grade will count towards their 1st semester grade. Students must also take the "standardized" Advanced Placement Test in May. Students can exempt the 2nd semester teacher exam if they meet the Final Exam Waiver Requirements.


Biology (EOC) courses = Students are required to take the district mid-term exam & the grade will count towards their 1st semester grade. Then students will take the EOC exam in place of a teacher's 2nd semester exam.


Students **MUST** participate in the End of Course Assessment (EOC) and the results constitute 30% of the final grade.


**Course offerings are based on the number of student requests.**

**If there is not enough requests for a course it will be cancelled.**



 EXCELLENCE IN ONLINE LEARNING	
<b>*Earth/Space Science</b>	
<b>Course #</b>	20013101,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
This course provides opportunities for the student to develop concepts basic to the earth, including its materials, processes, history, and environment in space. Topics such as the origin of the universe and solar system, life cycle of stars, formation of rocks, land forms, plate tectonics, glaciers, meteorology, and geologic periods are included.	

 EXCELLENCE IN ONLINE LEARNING	
<b>*Biology I</b>	
<b>Course #</b>	20003101,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
This course focuses on the study of life through the examination of fundamental concepts such as cellular biology, genetics, ecology, evolution and physiology. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines. Students learn scientific writing skills and also examine current biological issues.	
<b>Students are required to take the state Biology End-of-Course Exam.</b>	

 EXCELLENCE IN ONLINE LEARNING	
<b>Q *Biology I Honors</b>	
<b>Course #</b>	20003201,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Advanced 8th grade science with recommended grade of C or higher
<b>Credit</b>	1
This advanced course will cover essentially the same topics as regular biology, but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more	

homework, and meet the standards of more challenging tests.
<b>Students are required to take the state Biology End-of-Course Exam.</b>

<b>Q *Anatomy and Physiology Honors</b>	
<b>Course #</b>	20003601,2
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology 1 or 1H
<b>Credit</b>	1
This advanced course will cover essentially the same topics as regular anatomy and physiology but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests.	
<b>Q*Marine Science I Honors</b>	
<b>Course #</b>	20025101,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
This advanced course will cover essentially the same topics as regular anatomy and physiology but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests.	

<b>Q*Marine Science II Honors</b>	
<b>Course #</b>	20025301,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Marine Science 1
<b>Credit</b>	1
This course will provide an in-depth study of the marine environment begun in marine science. Its goal is to present science in a social context and to give students the foundation needed to be intelligent participants in important societal discussions that	

involve environmental issues touching on oceans, climate and coastal zones.


Honors to insure sufficient time for the required laboratory experiences.


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


<b>*Physical Science</b>	
<b>Course #</b>	20033101,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
This course provides students with a qualitative, investigative study of the introductory concepts of physics and chemistry. Topics include dynamics, periodic table, forms of energy, electricity and magnetism and chemical interactions.	

<b>Q*Advanced Placement Biology</b> Paired with Biology II	
<b>Course #</b>	20003401,2
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology and Chemistry
<b>Credit</b>	1
The purpose of this course is to provide a college level course in biology, and to prepare the student to seek credit and/or appropriate placement in college biology courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Biology II Honors to insure sufficient time for the required laboratory experiences.	
<b>Students are required to take the Advanced Placement examination.</b>	

<b>Q*AP Environmental Science</b>	
<b>Course #</b>	20013801,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology and Chemistry
<b>Credit</b>	1
The purpose of this course is to provide a college level course in environmental science, and to prepare the students to seek credit and/or appropriate placement in college environmental science courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Earth/Space Science	

	
<b>*Chemistry I</b>	
<b>Course #</b>	20033401,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Algebra I
<b>Credit</b>	1
This course will provide students with the study of the composition, properties, and changes associated with matter. Topics such as atomic theory, periodic table, bonding, chemical formulas, behavior of gases, and chemical reactions are included.	

	
<b>Q *Chemistry I Honors</b>	
<b>Course #</b>	20033501,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Algebra 1
<b>Credit</b>	1
This course will provide students with a rigorous study of the composition, properties, and changes associated with matter. Topics include heat, atomic structure, mole concept, reaction rates and equilibrium, solutions, and electrochemistry.	

	
<b>*Physics I</b>	
<b>Course #</b>	20033801,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year


Q AP Physics I	
<b>Course #</b>	2003421
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. No prior course work in physics is necessary.
<b>Credit</b>	1

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas:

- Objects and systems have properties such as mass and charge.
- Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

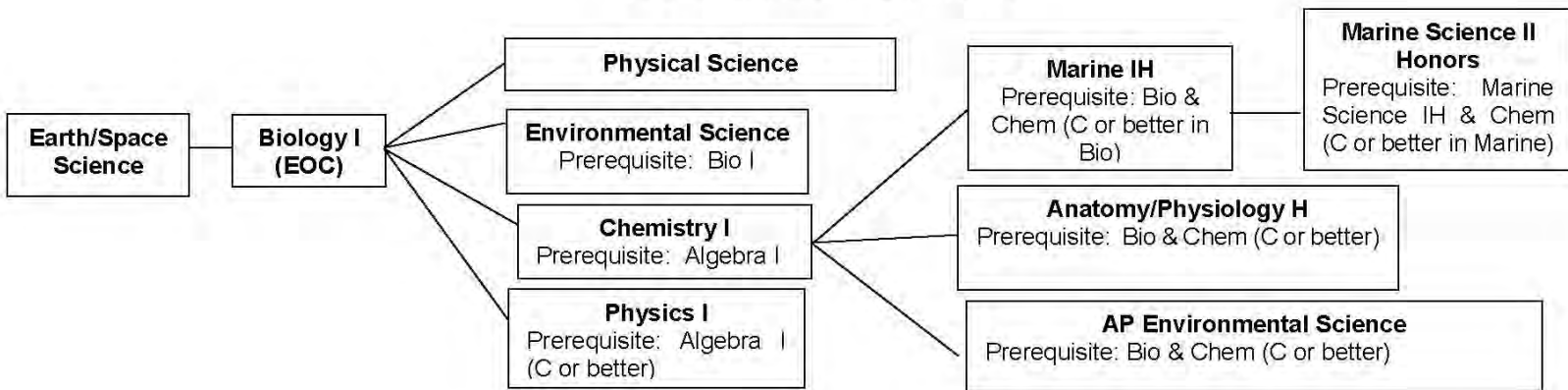
<b>Prerequisite</b>	Algebra 1
<b>Credit</b>	1
This course will provide students with an introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Topics such as kinematics, dynamics, work and power, thermodynamics, wave characteristics and magnetism are included.	

Q *Physics I Honors	
<b>Course #</b>	20033901,2
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Algebra 1
<b>Credit</b>	1
This course will provide students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Topics include energy, heat, light, electricity and nuclear physics.	

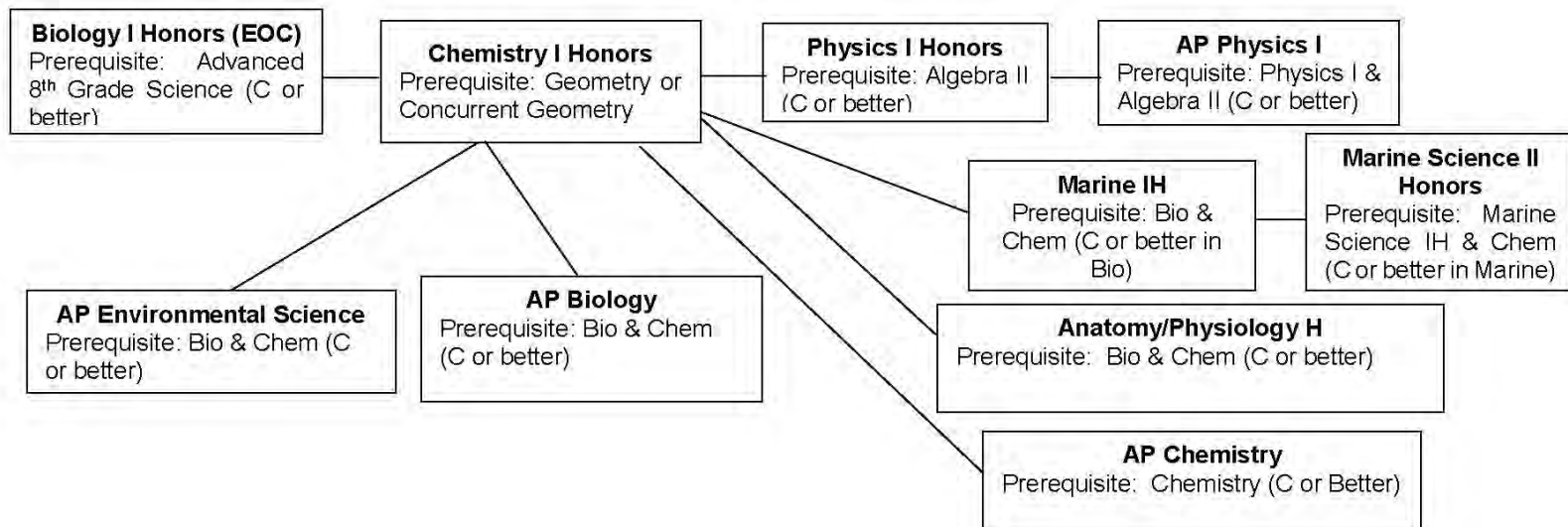
Explanation of Symbols	
Symbol	Explanation
*	Identifies courses that may be used as one of three (3) science courses needed for graduation.
All of the high school science courses include labs.	
	<p>The virtual symbol indicates this course is available in a virtual learning environment.</p> <p>All Pinellas Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.</p>

## Science Department Course Sequences

### Traditional Science Track



### Accelerated 4-Year College Science Track



# Social Studies



NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
AMH2010	11-12	History of the US I (1st sem)	1/2	Q ^^	83 on PERT Read & Sent. Sk./Paired
AMH2020		History of the US II (2nd sem)	1/2	Q ^^	History of the US I 1st semester
21003500	9-12	Florida History	1/2		None
2106310OC	12	US Govt. (online on campus only)	1/2	* +	None / meets Virtual graduation requirement
21063200	12	US Govt.Honors	1/2	Q *	None
21003300	11	AP U.S. History	1	Q ^	World History or Honors
21094200	10-12	AP World History	1	Q ^ +	World Cult or Global Studies or Am Govt.
21023201	12	Economic Honors (1st Sem.)	1/2	Q ^^	
21023600		AP Microeconomics (2nd Sem)	1/2	Q ^^	None / Paired with Econ Hon 1st Sem
21063200	12	US Govt.Honors (1st Sem.)	1/2	Q * ^^	
21064200		AP US Government (2nd Sem)	1/2	Q * ^^	None / Paired with US Govt Hon 1st Sem
21034000	9-12	AP Human Geography	1	Q ^	None / Suggested Reading Level: 4-5
21073500	11-12	AP Psychology	1	Q ^	Recommended: Psychology 1
21023350	12	Economics Fin Lit	1/2	+	US History or Honors
21023450	12	Economics Fin Lit Honors	1/2	Q	US History or Honors
2107300OC	11-12	Psychology 1 (online on campus only)	1/2	+	None / meets Virtual graduation requirement
2107310OC	11-12	Psychology 2 (online on campus only)	1/2		Psych 1/ meets Virtual graduation requirement
21083000	11-12	Sociology	1/2	+	None
21003100	11	US History (EOC)	1	+	World History or Honors
21003200	11	US History Hon (EOC)	1	Q +	World History or Honors
21033000	9-12	World Cultural Geography	1	**	None - Suggested Reading Level: 1-2
21043200	9-12	Global Studies (College Prep)	1	**	None - Suggested Reading Level: 3-4
21093100	10	World History	1	+	None
21093200	10	World History Honors	1	Q +	None

+ = This course is available in a Pinellas County School virtual learning environment

**Q** = Quality Point Course

**Q ^^** = Quality Point Course & earns 3 college credits - Must take both courses & pick up a Dual Enrollment Application from Guidance

**^^** = Paired with another course & must take both

**\*** = SHS only offers this course in the 12th grade


**\*\*** = SHS requires that you meet the suggested reading level to take this course

**^** = Students are required to take the Semester 1 exam & the grade will count towards their 1st semester grade. Students must also take the "standardized" Advanced Placement Test in May. Students can exempt the 2nd semester teacher exam if they meet the Final Exam Waiver Requirements.

EOC = Students are required to take the district mid-term exam & the grade will count towards their 1st semester grade. Then students will take the EOC exam in place of a teacher's 2nd semester exam. Students must participate in the EOC assessment and the results constitute 30% of the final grade.


**Course offerings are based on the number of student requests.**

**If there is not enough requests for a course it will be cancelled.**


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

<b>Q *American Government Honors</b>	
<b>Course #</b>	21063200
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>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.</p>	


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


	
<b>*World History</b>	
<b>Course #</b>	21093101, 2
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>Students explore their connections to the development of civilizations by examining the past to prepare for their</p>	

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.

	
<b>Q *World History Honors</b>	
<b>Course #</b>	21093201, 2
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.

	
<b>*United States History (formerly American History)</b>	
<b>Course #</b>	21003101, 2
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

	
<b>Q*United States History Honors (formerly American History Honors)</b>	
<b>Course #</b>	21003201, 2
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>Students examine the development of the United States from the Reconstruction period to the current time</p>	


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.

**Q \*Advanced Placement Microeconomics** Eco Hon 1<sup>st</sup> Sem.

<b>Course #</b>	21023600
<b>Grade Level</b>	12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

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

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

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


<b>*Economics</b>	
<b>Course #</b>	21023100
<b>Grade Level</b>	12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	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.

**Q \*Economics Honors**

<b>Course #</b>	21023200
<b>Grade Level</b>	12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	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.


	
<b>Psychology I</b>	
<b>Course #</b>	21073000
<b>Grade Level</b>	11-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>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.</p>	

<b>Psychology II</b>	
<b>Course #</b>	21073100
<b>Grade Level</b>	11-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Psychology I
<b>Credit</b>	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.

test-taking skills and strategies; and strategies for linking new information with prior knowledge.

	
<b>Sociology</b>	
<b>Course #</b>	21083000
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>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.</p>	


<b>Ethics for the 21st Century</b> Must take Critical Thinking 1 <sup>st</sup> Sem.	
<b>Course #</b>	21053500
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to help students develop the ability to make reasoned and ethical choices when confronted with the many complex, controversial moral dilemmas faced in today's society. Students will become acquainted with the foundations of ethical thought and theories as well as gain an insight into the process of moral development. Students will also identify typical fallacies in flawed moral arguments. Students will also be given the opportunity, both orally and in writing, to apply the skills they acquire to real life moral dilemmas.</p>	

<b>Critical Thinking and Study Skills</b> Must take Ethics 2 <sup>nd</sup> Semester	
<b>Course #</b>	17003700
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. The content includes, but is not limited to, learning strategies; strategies for acquiring, storing, and retrieving information; strategies for oral and written communication; time management and organizational skills; critical-thinking operations, processes, and enabling skills; problem-solving skills and strategies;</p>	

<b>World Cultural Geography</b>	
<b>Course #</b>	21033001,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>Students develop multicultural understanding and use geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. They will acquire an understanding of interrelationships between people and their environment.</p> <p><b>SHS Description:</b> This is an entry level class for 9<sup>th</sup> graders. It is a survey course designed for general knowledge in Social Studies. Suggested reading levels of 1 &amp; 2.</p>	

<b>Q Advanced Placement Human Geography</b>	
<b>Course #</b>	21034001,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>The purpose of this course is to prepare students to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and how they change over time.</p> <p><b>Students are required to take the Advanced Placement examination.</b></p> <p><b>SHS Description:</b> This is a college-level course designed for students with strong reading and organizational skills. College-level thinking and research skills will be taught and enhanced in the course. Student can earn college credit by passing the Advanced Placement exam given in May.</p> <p><b>Suggested reading levels: 4-5</b></p>	

Q Advanced Placement World History	
Course #	21094201,2
Grade Level	10-12
Length	1 year
Prerequisite	None
Credit	1
Students understand the development of civilizations of the world within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.	
<b>Students are required to take the Advanced Placement examination.</b>	

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

# Business Technology



Number	Grade	COURSE TITLE	Credit		PREREQUISITE
EME2040	11-12	Intro to Educational Technology	1/2	Q ^	Dual Enrollment Crs. on SHS campus
EDF1005	11-12	Intro to Education	1/2	Q ^	Dual Enrollment Crs. on SHS campus
82033100	10-12	Accounting Applications 1	1		Bus. & Entrep. & Legal Aspects of Business
82081100	9-12	Game and Simulation Foundations	1		Intro to Info Tech or Computing for College
82081200	10-11	Game and Simulation Design	1		Game and Simulation Foundations
82083400	11-12	Multi-User Game & Simulation Prog.	1		Game and Simulation Design
82121100	10-12	Administrative Office Technology I	1	\$	Business Software Application 1
82151200	10-12	Business & Entrepreneurial Princ	1	\$ Q	Dig. Info Tech/Intro to Info Tech/Comp for College
82121200	10-12	Business Software Application 1	1	\$ *	Dig. Info Tech/Intro to Info Tech/Comp for College
82073100	9-12	Digital Information Technology	1	\$ *	None
8207310M	9-12	Digital Information Technology	1	\$ *	None
8200340E	10-12	Intro to E-Commerce	1	\$	Intro to Info Tech (2nd level for E-Commerce)
8200350E	11-12	E-Commerce Entrepreneurship	1	\$	Intro to E-Commerce (3rd level for E-Commerce)
8200360E	11-12	E-Commerce Systems Analy & Design	1	\$	E-Commerce Entrepreneurship
83030100	10-12	Div. Career Tech. Principles	1		None / Must also take DCT-OJT
83030200	11-12	Div. Career Tech. Applications	1		Div. Career Tech. Principles/ must take DCT-OJT
83030300	12	Div. Career Tech. Management			Div. Career Tech. Applications /must take DCT-OJT
83004100	11-12	Div. Career Tech. OJT	1		Must also take DCT Principles to take DCT-OJT
82095100	10-12	Digital Design 1	1	\$	Dig. Info Tech/Intro to Info Tech/Comp for College
82095200	10-12	Digital Design 2	1	\$ Q	Digital Design 1
82095300	10-12	Digital Design 3	1	\$ Q *	Digital Design 2
82151300	10-12	Legal Aspects of Business	1	\$ Q	Business & Entrepreneurship
83003101	11-12	Workplace Essentials - TA 1	1/2		Application & teacher approval/\$1 Badge Fee
83003202	11-12	Practical Arts General - TA 2	1/2		Application & teacher approval/\$1 Badge Fee
83003203	11-12	Practical Arts General - TA 3	1/2		Application & teacher approval/\$1 Badge Fee
90013200	10-12	Computer & Network Security	1	\$ Q	Dig. Info Tech/Intro to Info Tech/Comp for College
90013300	11-12	Cybersecurity Essentials	1	\$ Q	Computer & Network Security
90013400	11-12	Operational Cybersecurity	1	\$ Q	Cybersecurity Essentials
90072100	10-12	Foundations of Programming	1	\$ Q	Dig. Info Tech/Intro to Info Tech/Comp for College
90072200	11-12	Procedural Programming	1	\$ Q	Foundations of Programming
90072300	11-12	Object-Oriented Programming Fund.	1	\$ Q	Procedural Programming

**\$ = Material Fee with Class**

**Q - Quality Point Course**

**\* Opportunity to earn college credit**

**^ Must take both courses. You must pick up a Dual Enrollment Application from Guidance**

**Course offerings are based on the number of student requests.**

**If there is not enough requests for a course it will be cancelled.**

**All Program completers for Business will qualify for the Florida Gold Seal**

# Seminole High School Academy of E-Commerce

## Digital Information Technology (DIT) (82073100)

Electronic Business Enterprise 8200300	Digital Design 8209600	Administrative Office Specialist 8212500	Applied Cyber Security 9001300	Management Analysis Program 83001100	Game Simulation/ Animation Programing 8208300	Data Base Application Development & Programing 9007300	Legal Administration Specialist 8212000
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### Cape Academy

Integrated Curriculum  
CTSO/Future Business Leader of America  
Advisory Board  
Qualified Teachers / Certified

### Certifications

E-Commerce  
Photoshop  
Dreamweaver  
Cyber Security  
Microsoft Office  
Programing

### Articulations / College Credit

Digital Information Technology  
Web Design  
Digital Design  
Business Software

## **CORE COURSES - PRE-REQUISITES FOR ALL PROGRAMS**

<b>Digital Information Technology (DIT)</b>	
<b>*8207310</b>	
9-10	
1 Year	
None	
1 credit	
<p>This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using word processing applications, databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards. The appropriate soft skills for developing and maintaining professional business relationships will also be covered.</p>	

## **ADMINISTRATIVE OFFICE SPECIALIST PROGRAM** **(8212500)**

<b>Business Software Applications 1</b>	
<b>Course #</b>	8212120
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Computing for College and Careers or Introduction to Information Technology; Must be taken in sequence. <b>*Introduction to Information Technology</b> (8207310) Course name change to "Digital Information Technology". Content has been updated. For more details visit: <a href="http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf">http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf</a> . This course was part of Digital Design (8209600).or <b>*Computing for College and Careers</b> (8209020) Replaced with Digital Information Technology (8207310). This course was part of Digital Design (8209600).
<b>Credit</b>	1

<b>Administrative Office Technology 1</b>	
<b>Course #</b>	8212110 AOT 1
<b>Grade Level</b>	10-11
<b>Length</b>	1 year
<b>Prerequisite</b>	Computing for College and Careers or Introduction to Information Technology; Must be taken in sequence. <b>*Introduction to Information Technology</b> (8207310) Course name change to "Digital Information Technology". Content has been updated. For more details visit: This course was part of Digital Design (8209600).or <b>*Computing for College and Careers</b> (8209020) Replaced with Digital Information Technology (8207310). This course was part of Digital Design (8209600).
<b>Credit</b>	1 credit each course
<p>This course is designed to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology</p>	

<b>Digital Design 1</b>	
<b>Course #</b>	*8209510
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	AOT 1 or BSA 1
<b>Credit</b>	1 Credit
<p>This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 1 students will have met occupational completion point - B, Production Assistant - SOC Code 43-9031.</p>	

**BUSINESS MANAGEMENT AND ANALYSIS PROGRAM**  
**(8301100)**

<b>Q Business and Entrepreneurial Principles</b>	
<b>Course #</b>	8215120
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Computing for College and Careers or Introduction to Information Technology; Must be taken in sequence. <b>*Introduction to Information Technology (8207310)</b> Course name change to "Digital Information Technology". Content has been updated. For more details visit: This course was part of Digital Design (8209600). <b>or</b> <b>*Computing for College and Careers (8209020)</b> Replaced with Digital Information Technology (8207310). This course was part of Digital Design (8209600).
<b>Credit</b>	1
This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.	

<b>Q Legal Aspects of Business</b>	
<b>Course #</b>	8215130
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite:</b>	<b>Computing for College and Careers (8209020)</b> Replaced with Digital Information Technology (8207310). This course was part of Digital Design (8209600). <b>*Introduction to Information Technology (8207310)</b> (Course name change to "Digital Information Technology".
<b>Credit</b>	1
This course provides an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions,	

human resources management issues and career development. The use of computers is an integral part of this program.

<b>Accounting Applications I</b>	
<b>Course #</b>	<b>Q 8203310</b>
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Business and Entrepreneurial Principles and Legal Aspects of Business
<b>Credit</b>	1 credit each
This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.	

**APPLIED CYBERSECURITY PROGRAM (9001300)**

<b>STEM</b>	
<b>Q Computer &amp; Network Security Fundamentals</b>	
<b>Course #</b>	9001320
<b>Grade Level</b>	10-11
<b>Length</b>	1 year
<b>Prerequisite</b>	Introduction to Information Technology Course name change to "Digital Information Technology". Content has been updated. For more details visit: <a href="http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf">http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf</a> . This course was part of Digital Design (8209600).
<b>Credit</b>	1
This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity. The course content also includes, but is not limited to: origins, trends, culture, and legal implications of cybersecurity; national agencies; OSI model; networks; security concepts; ethical and legal issues; virtualization technology; remote access technologies; physical security; various devices; access control model; security topologies; and teamwork.	
<b>STEM</b>	
<b>Q Cybersecurity Essentials</b>	
<b>Course #</b>	9001330

<b>Grade Level</b>	1 year
<b>Length</b>	11-12
<b>Prerequisite</b>	Computer & Network Security Fundamentals
<b>Credit</b>	1
This course follows the Computer & Network Security Fundamentals course. It provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems. The course content also includes, but is not limited to: technical underpinnings of cybersecurity and its taxonomy, terminology, and challenges; common cyber-attack mechanisms, their consequences and motivation for their use; cryptographic algorithms; steganographic techniques; digital signatures; PKI; certificates; host-based IDS; network-based IDS; IDS applications; port scanning and network traffic monitoring.	
<b>STEM</b>	
<b>Q Operational Cybersecurity</b>	
<b>Course #</b>	9001340
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Computer & Network Security Fundamentals
<b>Credit</b>	1
This course is an upper level course in the Applied Cybersecurity Program to be taken by juniors and seniors in the sequence listed in the program frameworks.	

### **DIGITAL DESIGN PROGRAM (8209600)**

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

<b>Q *Digital Design 2</b>	
<b>Course #</b>	8209520
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Digital Design 1
<b>Credit</b>	1
This course continues the development of entry-level skills for careers in the digital publishing industry. The content includes computer skills: digital publishing operations; layout, design, and measurement activities; and digital imaging.	
<i>*Quality Points approved for the first time in December 2009, for courses already existing in the course code directory, become effective with the 2010-2011 entering ninth grade class and subsequent years. (see district policy 5420.03, Final Grades, (H) Honors Quality Points)</i> <b>Note:</b> Students <b>not</b> enrolled in the 2010-2011 entering ninth grade class may <b>not</b> receive quality points for these courses.	
<b>Q *Digital Design 3</b>	
<b>Course #</b>	8209530
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Digital Design 2
<b>Credit</b>	1
This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities.	
<i>*Quality Points approved for the first time in December 2009, for courses already existing in the course code directory, become effective with the 2010-2011 entering ninth grade class and subsequent years. (see district policy 5420.03, Final Grades, (H) Honors Quality Points)</i> <b>Note:</b> Students <b>not</b> enrolled in the 2010-2011 entering ninth grade class may <b>not</b> receive quality points for these courses.	

**ELECTRONIC BUSINESS ENTERPRISE PROGRAM**  
**(8200300)**

<b>*Introduction To E-Commerce</b>	
<b>Course #</b>	8200340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Introduction to Information Technology. Course name change to "Digital Information Technology". Content has been updated. For more details visit: <a href="http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf">http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf</a> . This course was part of Digital Design (8209600).
<b>Credit</b>	1
This course is designed to provide an introduction to Electronic-Commerce (E-Commerce). This course covers topics such as history and evolution of e-commerce; e-commerce business models; impact of e-commerce in the world economy; security and tax issues in e-commerce; and e-commerce web site design, development and maintenance.	

<b>E-Commerce Entrepreneurship</b>	
<b>Course #</b>	8200350
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Introduction to E-Commerce
<b>Credit</b>	1
This course is designed to provide the tools necessary to create an e-commerce site by developing, analyzing and implementing a business plan. This course covers topics such as business plan development and implementation, human resources, marketing, Internet advertisement, financial management, pricing and selling of product or service, payment methods, mobile commerce, and customer service.	

<b>E-Commerce Systems Analysis and Designs</b>	
<b>Course #</b>	8200360
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	E-Commerce Entrepreneurship
<b>Credit</b>	1
This course is designed to provide a systematic overview of analysis and design factors, as well as	

trends and issues impacting the effectiveness, efficiency and profitability of e-commerce web sites.

**GAME/SIMULATION/ANIMATION PROGRAMMING**  
**PROGRAM #8208300**

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

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

<b>Multi-User Game and Simulation Programming</b>	
<b>Course #</b>	Q*8208340
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Game and Simulation Design
<b>Credit</b>	1
This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control,	

conditional branching, score-keeping, timed event strategies and methodologies, and implementation issues specific to multi-user game/simulation products.

**LEGAL ADMINISTRATIVE SPECIALIST (8212000)**

**Business Software Applications 1**

<b>Course #</b>	8212120
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	DIT/IIT/CCC
<b>Credit</b>	1 Credit

This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks.

**Administrative Office Technology 1**

<b>Course #</b>	8212110
<b>Grade Level</b>	10-11
<b>Length</b>	1 year
<b>Prerequisite</b>	DIT/IIT/CCC
<b>Credit</b>	1 Credit

This course is designed to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology

**Legal Aspects of Business**

<b>Course #</b>	Q 8215130
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	BSA 1 or AOT 1
<b>Credit</b>	1 Credit

This course provides an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues and career development. The use of computers is

an integral part of this program. The advanced features of software programs to perform office-related tasks.

**DIVERSIFIED CAREER TECHNOLOGY PROGRAM (8303000)**

**Diversified Career Technology Principles**

<b>Course #</b>	8303010
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	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.

**Diversified Career Technology Applications**

<b>Course #</b>	8303020
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	DCTP; May be concurrently enrolled in DCTP.
<b>Credit</b>	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 Management**

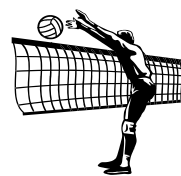
<b>Course #</b>	8303030
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<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	DCTP and DCTA; May be concurrently enrolled in DCTA.
<b>Credit</b>	1
<p>This course is designed to enable each student to implement competency and mastery in the areas of employability (human resource); environmental, health, and safety; professional, legal and ethical workplace responsibilities; financial planning; leadership skills; communication skills; labor and human resource issues related to the workplace; global and economic issues; a business plan; employability skills related to life and career goals; managerial/supervisory uses of technology; the five functions of management; the role of the manager; and technical and production skills.</p>	

<b>Diversified Career Technology- OJT (DCT-OJT)</b>	
<b>Course #</b>	8300410
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Concurrent enrollment in DCTP, DCTA, or DCTM and 2.0 cumulative GPA; Approval from the DCT Coordinator and parental permission. Must maintain employment the entire school year.
<b>Credit</b>	Multiple Credits
<p>The course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job-training and the time card is the attendance record on-the-job. A student may not be enrolled in Diversified Career Technology OJT without concurrent enrollment in a diversified class. The student must be paid for work performed and must be directly supervised.</p>	

# Physical Education

NUMBER	GRADE	COURSE TITLE	Credit	PREREQUISITE
1502410S	9-12	Individual & Dual Sports I/Swimming	1/2	None
1502420S	9-12	Individual & Dual Sports II/Swimming	1/2	Individual & Dual Sports I
15034000	9-12	Aerobics 1	1/2	None
15034100	9-12	Aerobics 2	1/2	Aerobics 1
15034200	9-12	Aerobics 3	1/2	Aerobics 2
15033100	9-12	Basketball	1/2	None
1503350B	9-12	Team Sports 1 = Basketball level 2	1/2	None
1503350F	9-12	Team Sports 1 = Flag Football 1	1/2	None
1503350M	9-12	Team Sports 1 = Mixed Sports	1/2	None
1503350S	9-12	Team Sports 1 = Soccer level 2	1/2	None
1503350SB	9-12	Team Sports 1 = Softball level 2	1/2	None
1503360F	9-12	Team Sports 2 = Flag Football 2	1/2	Team Sports 1/Flag Football
1503360B	9-12	Team Sports 3 = Basketball 3	1/2	Team Sports 1/Basketball 2
15045000	9-12	Tennis 1	1/2	None
15045100	9-12	Tennis 2	1/2	Tennis 1
15045200	9-12	Tennis 3	1/2	Tennis 2
15055000	9-12	Volleyball 1	1/2	None
15055100	9-12	Volleyball 2	1/2	Volleyball 1
15055200	9-12	Volleyball 3	1/2	Volleyball 2
15013400	9-12	Weight Training 1	1/2	None
15013500	9-12	Weight Training 2	1/2	Weight Training 1
15013600	9-12	Weight Training 3	1/2	Weight Training 2
15013900	9-12	Comp Fitness (level 4 of Weight Training)	1/2	Weight Training 3
15063200	10-12	HOPE Health Opportunities through Phy. Ed.	1	None



## Driver Education

NUMBER	GRADE	COURSE TITLE	Credit	PREREQUISITE
19003100	9-12	Driver Education - Class/Lab	1/2	Restricted License

<b>OC Health Opportunities through Physical Education (HOPE)</b>	
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<b>Course #</b>	3026010
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will alternate between learning principals and background information in a classroom setting and applying that knowledge during physically activity. Content to include: Understand the impact of personal health behaviors on body systems. Develop and implement an individual nutrition and wellness plan. Demonstrate knowledge of depression, suicide prevention, and stress management skills. Apply knowledge and skills for safety, injury and disease prevention. Utilize technology to facilitate health and personal fitness. Apply effective communication skills to enhance interpersonal relationships, refusal skills and decision making to promote teamwork, sportsmanship, and cultural diversity. Demonstrate the ability to make positive decisions regarding wellness. Advocate for personal, family and/or community health and fitness promotion. Analyze the influence of culture, media, technology, and other factors on health.

<b>Aerobics 1</b>	
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<b>Course #</b>	1503400
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to develop an individual optimal level of cardiovascular fitness, acquire knowledge of cardiovascular fitness concepts, and acquire knowledge of the significance of cardiovascular fitness on one's health. The content will include, but not be limited to, knowledge of the importance of cardiovascular fitness, assessment of cardiovascular fitness, knowledge of health problems associated with inadequate cardiovascular and respiratory systems, knowledge and application of biomechanical and physiological principles to improve and maintain

cardiovascular fitness, knowledge of psychological values of cardiovascular fitness including stress management, knowledge of consumer issues related to aerobic activities, and knowledge of safety practices related to aerobic activities.

<b>Aerobics 2</b>	
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<b>Course #</b>	1503410
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Beg. Aerobics
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in aerobic activities that may be used in physical fitness pursuits today as well as in later life, and continue to develop an individual optimal level of cardiovascular fitness.

<b>Aerobics 3</b>	
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<b>Course #</b>	1503420
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Aerobics 2
<b>Credit</b>	1/2

The purpose of this course is to provide students with further opportunities to develop an individual optimal level of cardiovascular fitness, acquire knowledge of cardiovascular fitness concepts, and acquire knowledge of the significance of cardiovascular fitness on one's health.

<b>Basketball</b>	
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<b>Course #</b>	1503310
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life, and to maintain and/or improve their personal fitness. This course expands and refines concepts and activities introduced in elementary and middle school. The content should include, but not be limited to, in depth knowledge

and application of skills, techniques, strategies, rules and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball games. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected individual and dual sports. Individual and dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis and tennis. Activities selected in Individual and Dual Sports I shall not be repeated in Individual and Dual Sports II or III. Strategies of individual and sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

<b>Comprehensive Fitness</b>	
<b>Course #</b>	1501390
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
The purpose of this course is to provide students with opportunities to acquire knowledge and concepts of all aspects of fitness and to increase their total fitness level. The content shall include: concepts of muscular strength and endurance, cardiovascular fitness, body composition and flexibility; safety factors related to these areas; development of a program of total fitness; knowledge of hypokinetic diseases; and knowledge of myths associated with fitness and conditioning.	
<b>Individual &amp; Dual Sports I</b>	
<b>Course #</b>	1502410
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content	

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

<b>Soccer</b>	
<b>Course #</b>	1503320
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
The purpose of this course is to provide students with opportunities to acquire knowledge and skills in	

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

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.

Softball	
<b>Course #</b>	1503330
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in softball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. This course expands and refines concepts and activities that were introduced in elementary and middle school. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in softball, and knowledge of the organization and administration of softball games. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

Team Sports II	
<b>Course #</b>	1503360
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, flag football, flicker ball, gatorball, soccer, softball, speedball, track and field, and volleyball. Strategies of team sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

Team Sports I	
<b>Course #</b>	1503350
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports.

Tennis 1	
<b>Course #</b>	1504500
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in tennis that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. This course expands and refines concepts and activities that were introduced in elementary and middle school. The content should include, but not be limited to, in depth knowledge and application of the fundamentals of each of the basic strokes,

techniques, rules, etiquette, and safety practices necessary to participate in tennis. Skill acquisition and the maintenance and/or improvement of personal fitness should be stressed.

<b>Tennis 2</b>	
<b>Course #</b>	1504510
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Tennis 1
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in beginning tennis that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content should include, but not be limited to, further development of the tennis strokes, knowledge of strategies in singles and doubles play, and knowledge of the organization and administration of tennis tournaments. Skill acquisition, strategies of singles and doubles play, and the maintenance and/or improvement of personal fitness should be stressed.</p>	

<b>Tennis 3</b>	
<b>Course #</b>	1504520
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Tennis 2
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in tennis and to maintain and/or improve their level of personal fitness. The content should include, but not be limited to, continued refinement of basic strokes; advanced strokes; safety practices; singles and doubles strategies; knowledge of the organization and administration of tennis activities; and knowledge of rules and code of conduct.</p>	

<b>Volleyball 1</b>	
<b>Course #</b>	1505500

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

<b>Volleyball 2</b>	
<b>Course #</b>	1505510
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Volleyball 1
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in Beginning Volleyball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content will be increasing those strategies, techniques, skills, and knowledge learned in Beginning Volleyball.</p>	
<b>Volleyball 3</b>	
<b>Course #</b>	1505520
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Volleyball 2
<b>Credit</b>	1/2
<p>The purpose of this course is to allow students to continue to improve the skills developed in beginning and intermediate volleyball. The content will increase strategies in safety, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization and administration of volleyball activities, consumer issues and the benefits of participation.</p>	

<b>Weight Training 1</b>	
<b>Course #</b>	1501340
<b>Grade Level</b>	9-12

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

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

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

<b>Comprehensive Fitness (4<sup>th</sup> level of Weight Training)</b>	
<b>Course #</b>	1501390
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
<p>The purpose of this course is to provide students with opportunities to acquire knowledge and concepts of all aspects of fitness and to increase their total fitness level. The content shall include: concepts of muscular strength and endurance, cardiovascular fitness, body composition and flexibility; safety factors related to these areas; development of a program of total fitness; knowledge of hypokinetic diseases; and knowledge of myths associated with fitness and conditioning.</p>	

<b>Driver Education - Class/Lab</b>	
<b>Course #</b>	1900310
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Restricted license *
<b>Credit</b>	1/2
<p>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</p>	

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.

# Driver Education

<u>NUMBER</u>	<u>GRADE</u>	<u>COURSE TITLE</u>	<u>Credit</u>	<u>PREREQUISITE</u>
19003100	9-12	Driver Education - Class/Lab	1/2	Restricted License

Driver Education - Class/Lab	
<b>Course #</b>	19003100
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Restricted license *
<b>Credit</b>	1/2
<p>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.</p>	

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# Drama



NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
04003000	9-12	Intro to Drama	1/2		None
04003100	9-12	Theatre 1	1	^ \$\$	Intro to Drama, Improv or Tech Des.
04003200	10-12	Theatre 2	1	^ \$\$	Theatre 1
04003300	11-12	Theatre 3	1	^ \$\$	Theatre 2
04003400	12	Theatre 4	1	^ \$\$	Theatre 3
04004100	9-12	Technical Theatre Design & Prod.	1		None
04006200	10-12	Theatre Improvisation	1		None
04007000	9-12	Musical Theatre 1	1		Intro to Drama, Improv or Tech Des.
04007100	10-12	Musical Theatre 2	1		Musical Theatre 1
04007200	11-12	Musical Theatre 3	1		Musical Theatre 2

**\$\$ = Possible costume rental fee of \$50 - \$125**

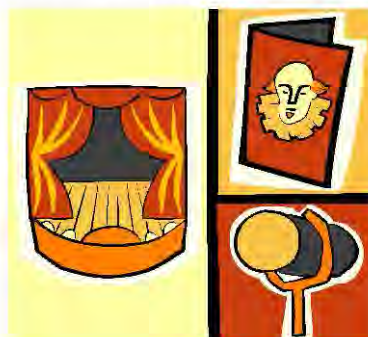
**^ = Paired course Must take both Theatre & Musical Theatre**

**Any student that has never taken a Drama course must take either Intro to Drama, Technical Theatre Design & Production or Theatre Improvisation**

**Course offerings are based on the number of student requests.**

**If there is not enough requests for a course it will be cancelled.**

Theatre 1-3 is a course that is offered at the end of the day for all students who choose to take a second period of drama. You may choose to take Musical Theatre alone but if you choose to enroll in two periods of drama, sign up for Musical Theatre and Theatre. Students who take both courses must commit to being involved in productions and after school activities and may require student insurance. Intro to Drama is for students interested in taking an overview course of theatre. This course explores all areas of theatre including beginning stage craft, acting and improvisation.



**Some drama/theatre courses may require student insurance due to after-school rehearsals and off-school concerts. Some music courses may require mandatory after-school rehearsals and performances as part of the criteria for grading.**

**\*Introduction to Drama**

**Course #** 0400300

**Grade Level** 9-12

**Length** 1 semester

**Prerequisite** None

**Credit** 0.5

Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**\*Theatre 1**

**Course #** 0400310

**Grade Level** 9-12

**Length** 1 year

**Prerequisite** None

**Credit** 1

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

**\*Theatre 2**

**Course #** 0400320

**Grade Level** 10-12

**Length** 1 year

**Prerequisite** Theatre 1

**Credit** 1

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

**Q\*Theatre 3 Honors**

**Course #** 0400330

**Grade Level** 10-12

**Length** 1 year

**Prerequisite** Theatre 2

**Credit** 1

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

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

<b>*Musical Theatre 1</b>	
<b>Course #</b>	0400700
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>	

<b>*Musical Theatre 2</b>	
<b>Course #</b>	0400710
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Musical Theatre 1
<b>Credit</b>	1
<p>Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>	

<b>*Musical Theatre 3</b>	
<b>Course #</b>	0400720
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Musical Theatre 2
<b>Credit</b>	1
<p>Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>	

<b>*Theatre Improvisation</b>	
<b>Course #</b>	04006206
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>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.</p>	

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



# MUSIC



NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
1302300S	9-12	Band I - IV (Symphonic)	1	\$	Sequential order
1302300M	9-12	Band I - IV (Marching) *	1	\$	Sequential order
1303300M	9-12	Chorus I - IV (Male Chorus)	1	\$	Sequential order
1303300F	9-12	Chorus I - IV (Female Chorus)	1	\$	Sequential order
1303310W	10-12	Chorus II-IV mixed (Warhawk Singers)	1	\$	Chorus I
1303320S	10-12	Chorus III-IV mixed (Seminole Singers)	1		Chorus I & II
13055000	9-12	Music Techniques	1		None - Take if you want 2 periods of band
13043000	9-12	Music Tech & Sound Engineering 1	1	Q	Music Reading Skill & Experience
13043100	9-12	Music Tech & Sound Engineering 2	1	Q	Music Tech 1
13043200	9-12	Music Tech & Sound Engineering 3	1		Music Tech 2
13053000	9-12	Eurythmics I - IV (Color/Winter Guard) *	1	\$\$	Sequential order
13013200	9-12	Guitar 1 (Must own or rent an acoustic guitar)	1	\$\$	None
13013300	9-12	Guitar 2 (Must own or rent an acoustic guitar)	1		Guitar 1
13024200	9-12	Instrumental Tech I - III (Percussion) *	1		Sequential order
13024500	9-12	Instrumental Tech IV (Percussion) *	1	Q	Instru Tech III (Percussion)
13025000	9-12	Jazz Ensemble 1 - 3	1	+	Director Approval sequential order
13025100	9-12	Jazz Ensemble 4	1	Q '+'	Jazz Ensemble 3
13013600	9-12	Keyboard I (Piano) - III	1		None, Sequential order
13013900	9-12	Keyboard IV (Piano)	1	Q	Keyboard III (Piano)
13003000	9-12	Music Theory I	1	+	Music Reading Skill & Experience
13003100	9-12	Music Theory II	1	Q +	Music Theory I
13003300	10-12	Adv Pl Music Theory	1	Q^+	Audition/demonstration of skills
13023600	9-12	Orchestra I - IV	1	\$	Middle School Orch/sequential order

Course offerings are based on the number of student requests.

If not enough requests for a course it will be cancelled.

Q = Quality Point Course

\* = Active participation in Marching Band and/or Winter Guard required

+ = Director/teacher Approval

\$ = All Chorus classes require a uniform

\$\$ = Purchase of textbook required. Students must bring in an acoustic guitar or rent a school instrument

^ = AP Students are required to take the teacher's mid-term exam & the grade will count towards their 1st semester grade. Students must take the Advanced Placement Exam at the end of the year. Students can exempt the 2nd semester teacher exam if they meet the Final Exam Waiver Requirements.



**Music Techniques course is for those students who want 2 periods of band**

"This is a course where students can practice independently for the entire period with guidance from the teacher."

**All Wind Ensemble & Instrumental Tech Classes are required to participate in after school rehearsals and have at least one of the criteria's listed below.**

1. Have participated in an 8th grade Instrumental or Vocal music course
2. Have documented at least 3 months of weekly private percussion lessons and be able to provide Contact information in order to verify.
3. Have been approved by the Director(s) by way of a playing audition and interview. This must be completed within the first week of school.



**All 9th graders will be placed in Symphonic Band unless otherwise specified by the director. Classes are not required to participate in Marching Band but after school rehearsals are required.**

**Symphonic & Wind Ensemble have some mandatory rehearsals after school, and go on overnight trips in the spring. Fundraising is an expectation of membership.**

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

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

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

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

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

<b>Q *Advanced Placement Music Theory</b>	
<b>Course #</b>	1300330
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Music Theory III or audition/demonstration of skill knowledge
<b>Credit</b>	1
The purpose of this course is to develop the student's abilities to recognize and understand the tonal rhythmic	

<b>*Guitar 1</b>	
<b>Course #</b>	1301320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
This course is designed to offer introductory experiences on the guitar in performance skills and interpretation of simple notation. The students will develop the ability to perform simple chords and melodies using correct hand positions, play chords and melodies in selected keys and demonstrate a beginning knowledge of music reading and vocabulary.	

<b>*Guitar 2</b>	
<b>Course #</b>	1301330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Guitar I*
<b>Credit</b>	1
The purpose of this course is to develop the skills introduced in Guitar I with an emphasis on independence. The content will include the study of a variety of guitar literature in solo and ensemble settings.	

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

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

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

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

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

The purpose of this course is to provide students with the opportunity to develop technical skills on band instruments in an ensemble setting. The content will include developing performance techniques and reading musical notation.

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

<b>*Band 3</b>	
<b>Course #</b>	1302320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Band II*
<b>Credit</b>	1
This course provides students with instruction in development of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium level band music, establishing appropriate tone production and performance techniques, identifying simple musical form and various styles, and formulating aesthetic awareness.	

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

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

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

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

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

and a listener.

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

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

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

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

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

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

<b>*Chorus 1</b>	
<b>Course #</b>	1303300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
The purpose of this course is to develop basic vocal techniques and musicianship skills through the study of varied choral literature. The content will include	

fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation.

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

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

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

<b>*Music Technology and Sound Engineering 1</b>	
<b>Course #</b>	1304300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
The purpose of this course is to provide students with instruction at the beginning level in the use of computers and MIDI instruments. Students will display fundamental knowledge of sequencing and notation software terms and functions of creating and arranging music with the available technology.	

<b>Q *Music Technology and Sound Engineering 2</b>	
<b>Course #</b>	1304310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Electronic Music I
<b>Credit</b>	1
This course will enable the student to apply performance, composing, and arranging techniques with the use of computers and MIDI instruments. The student will demonstrate appropriate knowledge of interfacing computers with instruments (MIDI) and perform various styles and idioms. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.	

<b>Q *Music Technology and Sound Engineering 3 Honors</b>	
<b>Course #</b>	1304320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Electronic Music II
<b>Credit</b>	1
This course will develop independence in programming, composing, arranging, and performing with instruments (MIDI) interfacing with computers. The content will include a familiarity with the State of the Art music technology, compositional software and its uses in performances, rehearsals, and teaching situations. A variety of musical styles and idioms will be demonstrated by the students. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.	

<b>Q Music Techniques 4 Honors</b>	
<b>Course #</b>	1305530
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Music Technique 3 or Chorus 4
<b>Credit</b>	1
Students in this advanced class refine their musicianship and performance skills on a specified instrument or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	

<b>*Eurythmics 1 A/B</b>	
<b>Course #</b>	13053000
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
The purpose of this course is to provide students with instruction in the development of beginning level skills 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 eurythmic activities including warm-up and cool-down.	

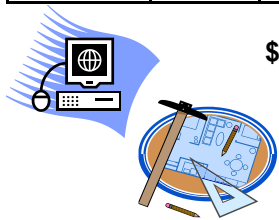
<b>*Eurythmics 2</b>	
<b>Course #</b>	1305310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Eurythmics I
<b>Credit</b>	1
This course will enable students to apply the basic performance techniques in movement sequences set to music. Students will display knowledge of basic rhythms, meter, tempo and form.	

<b>*Eurythmics 3</b>	
<b>Course #</b>	1305320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Eurythmics II
<b>Credit</b>	1
This course will provide students with the opportunity to choreograph and perform solo movement sequences set to music in a given style. Students will display knowledge of terminology related to music and movement.	

<b>*Eurythmics 4</b>	
<b>Course #</b>	1305330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Eurythmics III
<b>Credit</b>	1
The purpose of this course is to extend the study of musical interpretation through movement. Emphasis will be on individual creativity and develop the ability to evaluate the appropriateness and general effects of individual and ensemble performances. A. Courses may require students insurance for after-school rehearsals and off-school site concerts. B. May require mandatory after-school rehearsals and performances as part of the criteria for grades.	

# Technology

NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
8601900C	12	Adv Applic in Tech/Comm	1	\$ Q	Completed 3 years of Tech Ed/Comm
8601900E	12	Adv Applic in Tech/Eng	1	\$ Q	Completed 3 years of Tech Ed/Eng E
8601900R	12	Adv Applic in Tech/Eng Robotics	1	\$ Q	Completed 3 years of Tech Ed/Eng R
8601900T	12	Adv Applic in Tech/Tech	1	\$ Q	Completed 3 years of Tech Ed/Eng T
86010100	9-12	Communications Technology 1	1	\$ Q	None
86010200	10-12	Communications Technology 2	1	\$ Q	Communications Technology 1
86010300	11-12	Communications Tech 3	1	\$ Q	Communications Technology 2
84010100	9-12	Technical Design 1	1	\$ Q	None
84010200	10-12	Technical Design 2	1	\$ Q	Technical Design 1
84010300	11-12	Technical Design Tech 3	1	\$ Q	Technical Design 2
84011100	9-12	Applied Engineering Tech 1	1	\$ Q	None
84011200	10-12	Applied Engineering Tech 2	1	\$ Q	Applied Engineering Tech 1
84011300	11-12	Applied Engineering Tech 3	1	\$ Q	Applied Engineering Tech 2
8401110R	9-12	Applied Engineering Tech 1	1	\$ Q	<b>Robotics Team - None</b>
8401120R	10-12	Applied Engineering Tech 2	1	\$ Q	<b>Robotics Team - Applied Engineering 1</b>
8401130R	11-12	Applied Engineering Tech 3	1	\$ Q	<b>Robotics Team - Applied Engineering 2</b>
86005100	9-12	Technology Studies 1	1	\$	None
86006100	10-12	Technology Studies 2	1	\$	Technology Studies 1
86017100	11-12	Technology Studies 3	1	\$	Technology Studies 2
86018000	11-12	Work-Based Experience (OJT)	1		Enrolled in a Tech course & have earned 2 credits
87721100	9-12	TV Production 1	1	Q	None
87721200	9-12	TV Production 2	1	Q	TV Production 1
87721300	9-12	TV Production 3	1	Q	TV Production 2
87721400	9-12	TV Production 4	1	\$ Q	TV Production 3
87724100	9-12	Digital Video Production 1	1	Q	None
87724200	9-12	Digital Video Production 2	1	Q	Digital Video Production 1



**\$ = Material Fee with Class**

**Q = Quality Point Course**

Communication Tech & Adv Applic in Tech/Comm \$20 per semester

Technical Design & Adv Applic in Tech/Draft \$10 per semester

Engineering Tech/Applied Engineering & Adv Applic in Tech/Eng \$15 per semester

Technology Studies & Adv Applic in Tech/Tech \$15 per semester

## Florida Gold Seal - Technology Education

### Communication Tech

- 1 Cr. 86010100 Communication Technology 1
- 1 Cr. 86010200 Communication Technology 2
- 1 Cr. 86010300 Communication Technology 3

### Technical Design

- 1 Cr. 84010100 Technical Design 1
- 1 Cr. 84010200 Technical Design 2
- 1 Cr. 84010300 Technical Design 3

### Technology Studies

- 1 Cr. 86005100 Technology Studies 1
- 1 Cr. 86006100 Technology Studies 2
- 1 Cr. 86017100 Technology Studies 3

### TV Production

- 1 Cr. 87721100 TV Production 1
- 1 Cr. 87721200 TV Production 2
- 1 Cr. 87721300 TV Production 3

## TECHNOLOGY EDUCATION

### Technical Design These courses must be taken in sequence

Technical Design 1-3	
<b>Course #</b>	Q 8401010 Technical Design 1
	Q 8401020 Technical Design 2
	Q 8401030 Technical Design 3
<b>Grade Level</b>	9-12
<b>Length</b>	1-3 years
<b>Prerequisite</b>	Courses must be taken in order
<b>Credit</b>	1-3
<p>The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of technical design. This program focuses on transferable skills and stresses understanding and operation of complex two and three-dimensional graphics, editing, and image analysis tools to better understand, illustrate, explain, and present technical concepts and principles. Science, math, and visual design concepts are reinforced throughout each course.</p> <p>The content includes, but is not limited to, a study of the purposes, instruments, processes, and technical skills associated with technologies used in the design, creation, and deployment of technical design renderings. In addition to complex illustration tools, the content of this program includes the development of essential computer application skills (e.g., word processing, spreadsheet, presentation). The content and activities will also include the study of entrepreneurship, safety, and leadership skills.</p> <p>Curriculum will align with Common Core State Standards.</p>	

### Communications Technology These courses must be taken in sequence.

Q *Communications Technology I	
<b>Course #</b>	8601010
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<p>This course provides students with an introduction to the knowledge, human relations and technical skills of communications technology.</p> <p>Curriculum will align with Common Core State Standards.</p>	
Q*Communications Technology II	
<b>Course #</b>	8601020
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Communication Technology I
<b>Credit</b>	1
<p>This course provides students with an intermediate understanding of the knowledge, human relations, and technical skills of communications technology.</p> <p>Curriculum will align with Common Core State Standards.</p>	
Q* Communications Technology III	
<b>Course #</b>	86010301,2
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Communication Technology II
<b>Credit</b>	1
<p>This course provides students with an advanced knowledge of the human relations and technical skills of printing, graphic, digital, and electronic communications technology.</p> <p>Curriculum will align with Common Core State Standards.</p>	

## TECHNOLOGY EDUCATION

**Technology Studies**  
These courses must be taken in sequence.

<b>*Technology Studies I</b>	
<b>Course #</b>	8600510
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
This course provides students with an introduction to the knowledge, human relations, and technological skills found today in technical professions.	
Curriculum will align with Common Core State Standards.	

<b>*Technology Studies II</b>	
<b>Course #</b>	8600610
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Technology Studies I
<b>Credit</b>	1
This course provides students with an intermediate understanding of the knowledge, human relations, and technological skills found today in technical professions.	

<b>*Technology Studies III</b>	
<b>Course #</b>	8601710
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Technology Studies II
<b>Credit</b>	1
This course provides students with an advanced understanding of the knowledge, human relations, and technological skills found today in technical professions.	
Curriculum will align with Common Core State Standards.	

**Applied Engineering Technology**  
These courses must be taken in sequence.

<b>Applied Engineering Technology I – III</b>	
<b>Course #</b>	Q 8401110 Applied Engineering Technology I
	Q 8401120 Applied Engineering Technology II
	Q 8401130 Applied Engineering Technology III
<b>Grade Level</b>	9-12
<b>Length</b>	1-3 years
<b>Prerequisite</b>	Courses must be taken in order
<b>Credit</b>	1-3
The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of applied engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. The content includes but is not limited to study in mechanical, electrical, civil, and environmental engineering disciplines. Curriculum will align with Common Core State Standards.	

<b>Work Based Experience</b>	
<b>Course #</b>	8601800
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Must be enrolled in an Engineering or Communications Tech course and have earned 2 credits in Engineering or Communications Technology.
<b>Credit</b>	1
The purpose of this course is to provide students with the additional competencies or more extensive work-based learning experiences related to competencies in a job preparatory program that will enhance their opportunities for employment in the occupation chosen by the student.	

## TECHNOLOGY EDUCATION

<b>*Television Production</b>	
<b>Course #</b>	8772110 & 8772120
	<b>Q Television Production 8772130</b>
	<b>Q Television Production 8772140</b>
	<b>Q*Television Production 8772150</b>
	<b>Q*Television Production 8772160</b>
<b>Grade Level</b>	9-12
<b>Length</b>	1-4 years
<b>Prerequisite</b>	None (must be taken in order)
<b>Credit</b>	1-4
<p>The purpose of this program is to prepare students for initial employment as television production operators, television broadcast technicians, camera operators, all other professional/paraprofessional technicians, video recording engineers, audio recording engineers, or to provide a foundation for college degree path opportunities in the Television Production industry. The content will include communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of television studio activities including: scripts, lighting, taping and directing, electronic news gathering, and field production. This program focuses on broad transferable skills and stresses, understanding and demonstration of the following elements of the Television Production industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Laboratory activities are an integral part of this course and provide instruction in camera principles, audio and video control, lighting methods, control room, operation, and set preparation.</p> <p>Curriculum will align with Common Core State Standards.</p>	

Digital Video Production 8772400
Q Digital Video Production 1/8772410
Q Digital Video Production 2/8772420
Q Digital Video Production 3/8772430
<b>Grade Level</b> 9 – 12
<b>Length</b> 1 – 4 Years
<b>Prerequisite</b> None (must be taken in order)
<b>Credit</b> 1 - 4
<p>The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technician, video/TV camera operators, video editors, multi-media artists/animators and broadcast technicians.</p> <p>This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.</p> <p>The content includes, but is not be limited to communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of digital video activities including: scripts, lighting, camera operation, electronic news gathering, field/studio production, and video editing.</p>

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

# Visual Arts

NUMBER	Grade	COURSE TITLE	Credit		PREREQUISITE
01936000	11-12	AP Studio Art: 3/D Design	1	\$\$\$\$ Q	3 years of Visual Art and portfolio approval
01093500	11-12	AP Studio Art: 2/D Design	1	\$\$\$\$ Q	3 years of Visual Art and portfolio approval
01013550	9-12	Creating 2-D Art	1/2	\$	None
01013650	9-12	Creating 3-D Art	1/2	\$	None
01013100	10-12	2-D Studio Art 2	1	\$\$\$	Creating 2-D or 3-D Art
01083100	10-12	Creative Photography I	1	\$\$\$	Creating 2-D or 3-D Art: Digital camera required
01083200	11-12	Creative Photography II	1	\$\$\$	Creative Photography I: Digital camera required
01083300	12	Creative Photography III	1	\$\$\$ Q	Creative Photography II: Digital camera required
01083700	10-12	Digital Art Imaging 1	1	\$\$	Creating 2-D Art or Creating 3-D Art
01083800	11-12	Digital Art Imaging 2	1	\$\$	Digital Art Imaging 1
01013400	11-12	3-D Studio Art 2	1	\$\$\$	Creating 3-D or 2-D Art

All AP Art classes are required to do a portfolio - which is your exam

**Q = Quality Point Course**

**\$ = \$5 Lab or Material Fee with class**

**\$\$ = \$10 Lab or Material Fee with class**

**\$\$\$=\$20 = Lab or Material Fee with class**

**\$\$\$\$ = \$30 Lab or Material Fee with class**

**\* All Drawing Levels and Photography 1 & 2 have a \$20 Material Fee with class \***

Course offerings are based on the number of student requests.  
If there is not enough requests for a course it will be cancelled.



<b>OC</b>	
<b>**Creating Two-Dimensional Art .5</b>	
<b>Course #</b>	0101355
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.	

<b>**Creating Three-Dimensional Art .5</b>	
<b>Course #</b>	0101365
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2
Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.	

<b>**Two-Dimensional Studio Art 1</b>	
<b>Course #</b>	0101300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
Students experiment with the media and techniques used to create a variety of two-dimensional (2-D)	

artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

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

<b>**Three-Dimensional Studio Art 1</b>	
<b>Course #</b>	0101330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used.	

Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### **\*\*Three-Dimensional Studio Art 2**

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

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.

#### **\*\*Digital Art Imaging 1**

<b>Course #</b>	0108370
<b>Grade Level</b>	10-12
<b>Length</b>	1 Year
<b>Prerequisite</b>	Creating Two-Dimensional Art, Creating Three-Dimensional Art, Two-Dimensional Studio Art 1, OR Three-Dimensional Studio Art 1
<b>Credit</b>	1

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

#### **\*\*Digital Art Imaging 2**

<b>Course #</b>	0108380
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Digital Art Imaging 1
<b>Credit</b>	1

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on

activities, the use of technology, and consumption of art materials.

<b>**Creative Photography I</b>	
<b>Course #</b>	0108310
<b>Grade Level</b>	9-12
<b>Length</b>	1 Year
<b>Prerequisite</b>	Creating Two-Dimensional Art, Creating Three-Dimensional Art, Two-Dimensional Studio Art 1, OR Three-Dimensional Studio Art 1
<b>Credit</b>	1
Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.	

<b>**Creative Photography II</b>	
<b>Course #</b>	0108320
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Creative Photography I
<b>Credit</b>	1
Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied	

techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

<b>Q **Portfolio Development -Drawing Honors</b>	
<b>Course #</b>	0109310
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 Years of Visual Arts
<b>Credit</b>	1
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. <u>Students must submit a minimum of 2 works to Countywide Exhibitions that are adjudicated such as Scholastic Art Awards, Word and Image, Student Surreal, 3+</u>	

Dimensions and St. Petersburg College High Schools  
Exhibition

**Q\*\* Portfolio Development -Two-Dimensional Honors**

<b>Course #</b>	0109320
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 Years of Visual Art
<b>Credit</b>	1

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

**Q\*\*Advanced Placement Art/Drawing Portfolio**

<b>Course #</b>	0104300
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 years of art
<b>Credit</b>	1

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in drawing. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

**Q\*\*Advanced Placement Studio Art: 2/D Design Portfolio**

<b>Course #</b>	0109350
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 years of art
<b>Credit</b>	1

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP Credit through submitting a Portfolio of work for consideration by the College Board. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

**Q\*\*Advanced Placement Studio Art: 3/D Design Portfolio**

<b>Course #</b>	0109360
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	2 years of art
<b>Credit</b>	1

This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. It is for the advanced student who wishes to seek AP Credit through submitting a Portfolio of work for

consideration by the College Board. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

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

# World Language

NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
07084000	11-12	AP Spanish Language	1	Q ^	Spanish IV and/or V
'07084100	11-12	AP Spanish Lit	1	Q ^	AP Spanish Lang
07013200	9-12	French I	1	+	None
07013300	9-12	French II	1	+	French I
07013400	9-12	French III	1	Q	French II
07013500	10-12	French IV	1	Q	French III
07013600	10-12	French V	1	Q	French IV
07013700	10-12	French VI	1	Q	French V
07083400	9-12	Spanish I	1	+	None
07083500	9-12	Spanish II	1	+	Spanish I
07083600	9-12	Spanish III	1	Q	Spanish II
07083700	10-12	Spanish IV	1	Q	Spanish III
07083800	10-12	Spanish V	1	Q	Spanish IV
07083900	10-12	Spanish VI	1	Q	Spanish V

**+** = This course is available in a Pinellas County School virtual learning environment

**Q** = Quality Point Course

**^** = Students are required to take the teacher's mid-term exam & the grade will count towards their 1st semester grade. Students must also take the "standardized" Advanced Placement Test in May. Students can exempt the 2nd semester teacher exam if they meet the Final Exam Waiver Requirements.



## FRENCH



### **French 1**

**Course #** 07013201,2

**Grade Level** 9-12

**Length** 1 year

**Prerequisite** None

**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 Learnings are practiced and assessed throughout the course.



### **French 2**

**Course #** 07013301,2

**Grade Level** 9-12

**Length** 1 year

**Prerequisite** French 1 or equivalent

**Credit** 1

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 Learnings are practiced and assessed throughout the course.

### **Q French 3**

**Course #** 07013401,2

**Grade Level** 9-12

**Length** 1 year

**Prerequisite** French 2 or equivalent

**Credit** 1

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

Learnings are practiced and assessed throughout the course.

### **Q French 4**

**Course #** 07013501,2

**Grade Level** 9-12

**Length** 1 year

**Prerequisite** French 3 or equivalent

**Credit** 1

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 Learnings are practiced and assessed throughout the course.

### **Q French 5**

**Course #** 07013601,2

**Grade Level** 9-12

**Length** 1 year

**Prerequisite** French 4 or equivalent

**Credit** 1

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.

### **Q French 6**

**Course #** 07013701,2

**Grade Level** 9-12

**Length** 1 year


**Prerequisite** French 5 or equivalent


**Credit** 1


The purpose of this course is to reinforce and master the skills previously acquired by the student. Emphasis will be placed on expansion of the student's ability to communicate ideas, feelings and opinions in oral and written forms. There is further development of comprehension skills through the


study of literary selections, reading and interpretation of great works in the language, while developing an understanding of major literary movements.	
<b>Q Advanced Placement: French Language</b>	
<b>Course #</b>	07013801,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	French 4 or equivalent
<b>Credit</b>	1
The purpose of this course is to develop oral and written fluency in the language. The content includes, but is not limited to, that determined by the Advanced Placement Program guidelines.	
<b>Students are required to take the Advanced Placement examination.</b>	

<b>SPANISH</b>

	
<b>Spanish 1</b>	
<b>Course #</b>	07083401,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
The purpose of this course is to 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 Learnings are practiced and assessed throughout the course.	

	
<b>Spanish 2</b>	
<b>Course #</b>	07083501,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Spanish 1 or equivalent
<b>Credit</b>	1
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 Learnings are emphasized throughout the course.	
	
<b>Q Spanish 3</b>	
<b>Course #</b>	07083601,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Spanish 2 or equivalent
<b>Credit</b>	1
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 Learnings are practiced and assessed throughout the course.	

	
<b>Q Spanish 4</b>	
<b>Course #</b>	07083701,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Spanish 3 or equivalent
<b>Credit</b>	1
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 Learnings are practiced and assessed throughout the course.	

Q Spanish 5	
<b>Course #</b>	07083801,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Spanish 4 equivalent
<b>Credit</b>	1
<p>The purpose of this course is to expand the skills previously acquired by the students. Interpretive skills are enhanced through readings and recordings, including radio broadcasts, podcasts, newspaper, magazine articles, short stories and plays, and a survey of literature. Emphasis is placed on developing communication skills through oral and written presentations on literary and cultural topics, and interpersonal communication based on current events and personal experiences.</p>	


Q Spanish 6	
<b>Course #</b>	07083901,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Spanish 5 or equivalent
<b>Credit</b>	1
<p>The purpose of this course is to reinforce and master the skills previously acquired by the student. Emphasis will be placed on expansion of the student's ability to communicate ideas, feelings and opinions in oral and written forms. There is further development of comprehension skills through the study of literary selections, reading and interpretation of great works in the language, while developing an understanding of major literary movements.</p>	

Q Advanced Placement: Spanish Language	
<b>Course #</b>	07084001,2
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	*Spanish 4 and/or 5 or equivalent
<b>Credit</b>	1
<p><i>*It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.</i></p>	

The purpose of this course is to develop oral and written fluency in the language. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines.

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

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

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

# Add'l. Electives

NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
19003100	9-12	Driver Education - Class/Lab	1/2		15 years old

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. If dropped from the course and moved into another class, you will be responsible to make up all assignments for the new class.

NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
17005000	10-12	AP Capstone Seminar	1	Q ^	None
17005100	12	AP Capstone Research	1	Q ^	Passed the AP Seminar course

## Q = Quality Point Course

^ = AP Students are required to take the teacher's mid-term exam & the grade will count towards their 1st semester grade. Students must also take the "standardized" Advanced Placement Test in May. Students can exempt the 2nd semester teacher exam if they meet the Final Exam Waiver Requirements. Students can earn college credit by passing the AP Exam.

NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
17003900	9	AVID 1	1		None
17004000	10	AVID 2	1		AVID 1
17004100	11	AVID 3	1		AVID 2
17004200	12	AVID 4	1		AVID 3
05003000	11-12	Executive Internship 1	1		Application Process & min. 3.0 GPA
05003100	11-12	Executive Internship 2	1		Executive Internship 1
05003200	11-12	Executive Internship 3	1		Executive Internship 2
05003300	11-12	Executive Internship 4	1		Executive Internship 3
SLS11010	12	The College Experience	1/2	*	UNW 2.5 GPA & have taken the PERT

\* Must pick up a Dual Enrollment Application from Guidance

### AVID - Advancement Via Individual Determination

#### AVID I

Course #	17003901,2
Grade Level	9th Grade AVID Students
Length	1 year
Prerequisite	None
Credit	1

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

#### AVID II

Course #	1700400
Grade Level	10th Grade AVID Students
Length	1 year
Prerequisite	None
Credit	1

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

#### AVID III

Course #	1700410
Grade Level	11th Grade AVID Students
Length	1 year
Prerequisite	None
Credit	1

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

#### AVID IV

Course #	1700420
Grade Level	12th Grade AVID Students
Length	1 year
Prerequisite	None
Credit	1

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed

#### Explanation of Symbols

Symbol	Explanation
*	Identifies courses that may be used as part of the STEM program in Virtual School only.

All of the high school science courses include labs.

enable students to develop advanced skills aligned with current curriculum.

#### Q AP CAPSTONE SEMINAR

Course #	1700500
Grade Level	11 - 12
Length	1 Year
Prerequisite	None
Credit	1

AP Capstone Seminar Course Description (1700500)  
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. **Be very clear in your counseling of students that taking only the Seminar course will not be as productive as taking the 2 course sequence and there is no special recognition for taking just the Seminar course.**

#### Q AP CAPSTONE RESEARCH

Course #	1700510
Grade Level	12
Length	1 Year
Prerequisite	Students must have <b>passed</b> the AP Seminar course.
Credit	1

AP Capstone Research Course Description (1700510)  
AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research

question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

### EXECUTIVE INTERNSHIP PROGRAM (EIP)

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

#### Executive Internship I

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

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

#### Executive Internship II

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

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

knowledge of professional organizations and their impact; and career planning.

#### Executive Internship III

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

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

#### Executive Internship IV

<b>Course #</b>	0500330
<b>Grade Level</b>	12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Executive Internship III
<b>Credit</b>	1

The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings. The content should include, but not be limited to the following: analysis of career options; career planning processes; characteristics of work settings; theories of executive management; influence on unions; free enterprise concepts; and organizational structure.

#### Dual Enrollment Courses for EIP

In addition to the high school courses listed above, students participating in EIP are enrolled in the dual enrollment program. See the dual enrollment section for complete descriptions of the dual enrollment courses used for EIP. The course names are Career and Life Planning, Leadership Development Seminar, Peer Classroom/Laboratory Tutoring and Proctoring, and/or The College Experience. For information concerning application processes and registration of students in the Executive Internship Program, please contact the program coordinator or visit [www.pcsb.org/eip](http://www.pcsb.org/eip).