



2014-2015

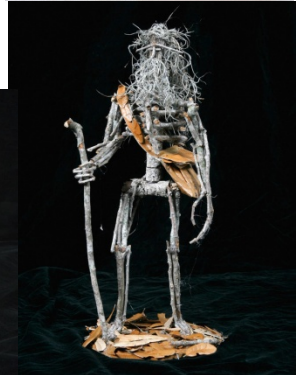


# Largo High School

## Curriculum Guide



Since 1914  
A National Safe & Drug Free  
School of Excellence



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***Largo High School's mission is all about PRIDE:***

***Positive Rigorous Instruction Designed to Empower students' learning and success in post-secondary endeavors promoting civic engagement, global understanding, and a respect for individuals and societies.***

Dear Students and Parents:

The aim of Largo High School is to promote highest student achievement for all students in a safe learning environment. We will continue to do our part in providing a positive educational environment that stresses academic achievement, good attendance, and discipline. We believe that every student can meet our expectations and have a successful high school experience.

It is more important than ever for scholars to plan their high school program with a specific post-secondary goal in mind. We have prepared the 2014-2015 Curriculum Guide to assist you as you make decisions about your high school plans and your future. A wide range of course offerings is available on our campus and in conjunction with St. Petersburg College (SPC), Career Academies of Seminole (CAS), and Pinellas Technical Education Center (PTEC). We also have the nationally recognized ExCEL and International Baccalaureate magnet programs at our school. These "schools within a school" are college preparatory programs that emphasize academic rigor, the development of leadership and communication skills as well as career exploration opportunities.

Our teachers and counselors will assist you in understanding graduation requirements, reviewing and selecting courses and developing a realistic educational plan with your particular post-secondary goal in mind. As a student or a parent, your responsibility is to familiarize yourself with the contents of the Curriculum Guide, discuss the options available and make decisions about the type of high school program that best meets your individual needs.

Parents, we welcome your involvement with your child's education. Your positive attitude about school as well as your interest, encouragement, and support will help to insure your son/daughter's success in high school. The ultimate responsibility for success, however, depends on you, the student. By taking advantage of the opportunities provided at our school, you will be building a strong foundation for your future.

Sincerely,  
Brad Finkbiner, Principal

**Community and School Information**

The city of Largo is situated in the center of Pinellas County and has a population of approximately 125,000. Currently, the Largo business community consists of service, retail, and other varied small businesses. The community shows a high level of involvement and support to its schools.

Largo High School was established in 1914 a few blocks from where the current school stands. Our fully accredited high school is currently home to approximately 1700 students. Historically, the city of Largo was once a large farming community whose primary crop was citrus. Where Largo Central Park is now located was a large fruit packing plant where many of the school's parents worked – hence our students became known as "Packers."

ENTER 14-15 GRAD REQUIREMENTS

## Students Entering Grade Nine In 2013-14 School Year

Graduation Requirements		
Subject Area	24-Credit Program	ACCEL Program/Diploma Designations
English/ Language Arts (ELA)	<ul style="list-style-type: none"> <li>4 credits in ELA 1, 2, 3, 4</li> <li>ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA Common Core assessment; must take ELA Grade 11 Common Core assessment when implemented)</li> </ul>	<b>ACCEL Program (18 credits minimum)</b>
		<ul style="list-style-type: none"> <li>Physical education is not required</li> <li>3 elective credits</li> <li>Online course is not required</li> </ul> <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Mathematics	<ul style="list-style-type: none"> <li>4 credits, one of which must be Algebra 1 and one of which must be geometry (Algebra 1 EOC results count 30% of the final course grade; must pass to earn a standard diploma; geometry EOC results count 30% of the final course grade)</li> <li>If Algebra 2 is selected, Algebra 2 Common Core assessment results count 30% of the final course grade when implemented</li> <li>Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits</li> </ul>	<b>Scholar Designation</b>
		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>Pass the ELA Grade 11 Common Core assessment once implemented</li> <li>1 credit in Algebra 2 (must pass Algebra 2 EOC)</li> <li>1 credit in statistics or an equally rigorous mathematics course</li> <li>Pass the Biology 1 EOC</li> <li>1 credit in chemistry or physics</li> <li>1 credit in a course equally rigorous to chemistry or physics</li> <li>Pass the U.S. History EOC Assessment</li> <li>2 credits in the same world language</li> <li>Earn at least one credit in AP, IB, AICE or a dual enrollment course.</li> </ul>
Science	<ul style="list-style-type: none"> <li>1 credit in Biology 1 (Biology EOC results count 30% of the final course grade)</li> <li>2 credits in equally rigorous science courses</li> <li>2 of the 3 required science credits must have a laboratory component</li> <li>Industry certification courses that lead to college credit may substitute for up to 1 science credit</li> </ul>	<b>Merit Designation</b>
Social Studies	<ul style="list-style-type: none"> <li>1 credit in world history</li> <li>1 credit in U.S. history (U.S. history EOC results count 30% of the final course grade)</li> <li>.5 credit in U.S. government</li> <li>.5 credit in economics (must include financial literacy)</li> </ul>	
World Languages	Not required for high school graduation, but required for admission into state universities	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).</li> </ul>
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Industry Certification	Not required	
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits, excluding a driver education course	
<p><b>Special Notes:</b> EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.</p>		

### Students Entering Grade Nine In 2013-14 School Year

[Section 1003.4282, Florida Statutes \(F.S.\)](#)



### Students Entering Grade Nine In 2012-13 School Year

Graduation Requirements		
Subject Area	24-Credit Program	ACCEL Program/Diploma Designations
English/ Language Arts (ELA)	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)	<p style="text-align: center;"><b>ACCEL Program (18 credits minimum)</b></p> <ul style="list-style-type: none"> <li>• Physical education is not required</li> <li>• 3 elective credits</li> <li>• Online course is not required</li> </ul>
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent (must pass Algebra 1 EOC to earn course credit; must take geometry EOC)	<p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(c), F.S.).</p> <p style="text-align: center;"><b>Scholar Designation</b></p>
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses (must take Biology 1 EOC)	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• Pass the ELA Grade 11 Common Core assessment once implemented</li> <li>• 1 credit in Algebra 2</li> <li>• 1 credit in statistics or an equally rigorous mathematics course</li> <li>• Pass the Biology 1 EOC</li> <li>• 1 credit in chemistry or physics</li> <li>• 1 credit in a course equally rigorous to chemistry or physics</li> <li>• Pass the U.S. History EOC Assessment</li> <li>• 2 credits in the same world language</li> <li>• Earn at least one credit in AP, IB, AICE or a dual enrollment course.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• 1 credit in world history</li> <li>• 1 credit in U.S. history (U.S. history EOC results count 30 % of the final course grade)</li> <li>• .5 credit in U.S. government</li> <li>• .5 credit in economics (must include financial literacy)</li> </ul>	
World Languages	Not required for high school graduation, but required for admission into state universities	
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	<p style="text-align: center;"><b>Merit Designation</b></p>
Physical Education	1 credit in physical education to include the integration of health	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).</li> </ul>
Industry Certification	Not required	
Electives	8 credits	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits	
<p><b>Special Notes:</b> EOC, End of Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.</p>		

### Students Entering Grade Nine In 2012-13 School Year Section 1003.428, Florida Statutes (F.S.)

**Students Entering Grade Nine In 2011-12 School Year**

Subject Area	Graduation Requirements	
	24-Credit Program	ACCEL Program/Diploma Designations
English/ Language Arts (ELA)	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)	<p align="center"><b>ACCEL Program (18 credits minimum)</b></p> <ul style="list-style-type: none"> <li>Physical education is not required</li> <li>3 elective credits</li> <li>Online course is not required</li> </ul>
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent (must pass Algebra 1 EOC to earn course credit; must take geometry EOC)	<p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses (must take Biology 1 EOC)	
Social Studies	<ul style="list-style-type: none"> <li>1 credit in world history</li> <li>1 credit in U.S. history</li> <li>.5 credit in U.S. government</li> <li>.5 credit in economics (must include financial literacy)</li> </ul>	<p align="center"><b>Scholar Designation</b></p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>1 credit in Algebra 2</li> <li>1 credit in statistics or an equally rigorous mathematics course</li> <li>Pass the Biology 1 EOC</li> <li>1 credit in chemistry or physics</li> <li>1 credit in a course equally rigorous to chemistry or physics</li> <li>Pass the U.S. History EOC Assessment</li> <li>2 credits in the same world language</li> <li>Earn at least one credit in AP, IB, AICE or a dual enrollment course.</li> </ul>
World Languages	Not required for high school graduation, but required for admission into state universities	
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Industry Certification	Not required	
Electives	8 credits	<p align="center"><b>Merit Designation</b></p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).</li> </ul>
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 24 credits	
<p><b>Special Notes:</b> EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.</p>		

**Students Entering Grade Nine In 2011-12 School Year**

[Section 1003.428, Florida Statutes \(F.S.\)](#)

### ◆ **Online course requirement**

- ◆ Students who wish to take online courses through Pinellas Virtual School or Florida Virtual School must be enrolled in the online course prior to the start of the semester in order to have the course replace one of the classes in their school day.
- ◆ Pinellas Virtual School online courses have several advantages for our students in comparison to Florida Virtual School, which are outlined below:
- ◆ Curriculum is based on the PCS sequence of courses and allows for smooth transition to the next level of the course.
- ◆ Your class consists of Pinellas County students and is taught by Pinellas County teachers making both your classmates and the teacher accessible should you need to meet with them in person.
- ◆ Grades and attendance are available in Focus/Portal so that you can monitor your progress toward completion and your grades.
- ◆ Your home school counselor and the PVS counselor can communicate easily and are working within the same student progression plan to support you to be promoted to the next level at the end of the year.
- ◆ Students can meet locally with their teacher through weekly scheduled face to face help sessions.
- ◆ Tech support is available to you through Pinellas County Schools if you are having computer issues.

### ◆ **Other requirements and options**

- ◆ Students wishing to enter a state university as a freshman must earn two sequential credits in one foreign language, with all four math credits at and above the Algebra I level.
- ◆ Under certain circumstances, credit may be earned by attending the extended learning program, adult evening high school, the St. Petersburg College dual credit program, Pinellas Virtual School or Florida Virtual School. Students must make arrangements with their high school principal (or designee) prior to enrolling in such courses in order for credit to be earned in this manner.
- ◆ Students may also select the three-year eighteen (18) credit standard college preparatory program or the three-year eighteen (18) credit career preparatory program. Students selecting the 18 credit three-year Standard College Preparatory graduation program options must earn at least a cumulative weighted grade point average of 3.5 on a 4.0 scale. Students selecting the 18 credit three year Career Preparatory program must earn at least a cumulative weighted grade point average of 3.0 on a 4.0 scale. Contact the guidance department at 588-3758, X 2104 for details.

### ◆ **Course Requests & Schedule Corrections**

Students register for classes each spring for the upcoming school year, including all required courses, electives, and alternate electives in case the elective of choice is not available. Due to the fact that our school's master schedule is built based upon student requests during the registration process, schedule changes are limited. It is extremely important that students discuss the registration process with their parents and choose their courses wisely and with care. If students need to make any changes after submitting their course selections, they may make those changes by contacting the guidance office no later than **June 5, 2014**.

After this date, changes will only be made for one of the following reasons:

1. Computer error
2. Lack of prerequisite credit
3. Requirement for graduation, college admission or scholarship
4. Credit in the course has already been obtained

***\*Schedule changes will NOT be made to accommodate a student's preference of teacher***

### **Grading Scale**

Letter grades for each marking term are assigned as follows (percents shall be rounded up to the higher grade if at the midpoint or above, while those below the midpoint shall be rounded down – i.e. 89.5% is an A while 89.4% is a B):

A (90-100)    B (80-89)    C (70-79)    D (60-69)    F (0-59)



## **Final Grades**

The final grade in high schools offering the seven period schedule is a semester grade and is determined by giving equal value to each of the grades of the three (3) marking periods and to the final examination.

$$\frac{T_1 + T_2 + T_3 + E}{4} = \text{semester grade}$$

In courses where a semester exam is not taken, the semester grade is determined by giving equal value to each of the grades of the three (3) marking periods - adding the grade point values of the three terms and dividing by three.

## **Weighted Grade Point Average**

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, the National Honor Society and other honors:

	A	B	C	D	F
Honors (Q)	5	4	3	1	0
Regular	4	3	2	1	0
Basic (B)	3	2	1	.5	0

## **Class Rank**

Class rank will be computed based on all courses taken for high school credit through the first semester of the Grade 12.

## **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 Enrollment**

The 2014-2015 St. Petersburg College Dual Enrollment Courses 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 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 enroll only 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 College Program

The Early College Program is a partnership between St. Petersburg College and Pinellas County Schools that offers new and innovative options for high school students. Students entering grades 11 (and grade 12 based on availability) in Pinellas County high schools, as well as private and home-schooled students, who meet dual enrollment eligibility standards and reside in Pinellas County, will have the opportunity to attend the Early College Program. Private and home-schooled students will be required to enroll in a public high school to participate. Students will remain dual-enrolled in their home high schools (allowing them to participate in extracurricular activities) while taking all classes at St. Petersburg College.

[www.spcollege.edu/central/earlycollege](http://www.spcollege.edu/central/earlycollege)

### 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:

1. have completed three full years of high school with a minimum of 18 credits earned
2. be enrolled in and attend a PCS high school for the full semester prior to the start of Early Admission
3. have a cumulative unweighted grade point average of 3.0 on a 4.0 scale (3.8 for USF Honors College)
4. have met the minimum level of performance for high school graduation on the FCAT
5. have earned 1.0 HOPE credit
6. have earned an acceptable score on the college placement test
7. have obtained the signature of the high school principal on the application for Early Admission to College by February 10th for Fall and November 1st for Spring
8. have met the college application deadline.

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

### PSAT for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders

- ◆ The PSAT-NMSQT is administered for all ninth and tenth grade students to provide teachers with data about individual student strengths and areas in need of further development in mathematics, reading and writing. The PSAT also provides students with feedback about where they are on the continuum of preparation for higher education, online resources to target areas in need of improvement and online college and career planning tools.
- ◆ Eleventh grade students are encouraged to take the PSAT-NMSQT in preparation for the SAT and also in order to qualify as a National Merit Scholar, an Achievement Scholar, or a Hispanic Scholar – all of which include **college scholarship opportunities of up to \$2500**. Pinellas County Schools strongly recommends that every student who plans to attend a four year university participates in the PSAT-NMSQT in their junior year of high school. The exact cost of the test is announced each fall and is approximately \$15. Students in need of financial assistance should ask their school counselor if they qualify for a fee waiver. Students in the eleventh grade must see their school counselor to register and pay for the test during the first two weeks of September.

## **FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM 2016 GRADUATES**

### **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 Admit 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:

XV

- ◆ 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).

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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

Brooke Pair Financial Aid/Florida Bright Futures 727-588-6013

[pairb@pcsb.org](mailto:pairb@pcsb.org) 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.firm.edu/doe/brfuture>) or the Pinellas County Schools Home Page*



## **FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM 2015 GRADUATES AND AFTER**

### **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 Admit 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:

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- ◆ 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 two 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 a 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).

XIII

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

Brooke Pair Financial Aid/Florida Bright Futures 727-588-6013

[pairb@pcsb.org](mailto:pairb@pcsb.org) 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 supplied is the most current at this time.*

## Vocational Gold Seal Scholarship Programs offered at Largo High School

Family Consumer Sciences	Early Childhood Education 1 – 4
Technology Education	Drafting/Illustrative Design Tech 1 – 3
Career Academies of Seminole (CAS)	Carpentry ♦ Commercial Art Tech ♦ Electricity Environmental Technology ♦ Horticulture Power and Energy ♦ Veterinary Assisting

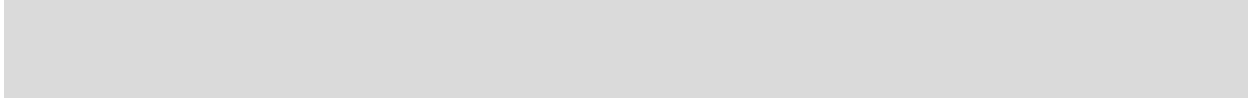
### Quality Point Courses at Largo High School for 2014-2015

The following courses will receive Honors quality points. *Each of these courses may require students to complete summer assignments in preparation for the course and may also require students to take the mid-year exam (see the instructor for additional information). Students who enroll in an Advanced Placement course are required to take the Advanced Placement exam.* Only these courses qualify for additional quality points in Pinellas County Schools. The courses designated for magnet programs will receive Honors quality points **ONLY** in the designated magnet program. Students who transfer from a high school magnet program to a regular high school program will be allowed to transfer honors points only in those courses generating honors points in the regular school program.

*Please note: When a new honors quality point course is added to the district's High School Uniform Course Descriptions, the honors quality point may be earned by all students in grades 9-12 enrolled in the course during its implementation year and subsequent years (see district policy).*

Quality Point Course Name	Course Number
AP English: Language and Composition	10014201,2
AP English: Literature and Composition	10014301,2
English Honors 1	10013201,2
English Honors 2	10013501,2
English Honors 3	10013801,2
English Honors 4	10014101,2
Journalism 3 (Newspaper, Yearbook or Literary Magazine)	10063201,2
Journalism 4 (Newspaper or Yearbook)	10063301,2
AP Statistics	12103001,2
AP Calculus AB	12023101,2
AP Calculus BC	12023200,H
Algebra 2 Honors	12003401,2
Geometry Honors	12063201,2
Pre-Calculus	12023401,2
Probability and Statistics with Applications	12103001,2
AP Biology	20003401,2
AP Chemistry	20033701,2
Biology 1 Honors	20003201,2
AP Physics	20034200
Anatomy and Physiology Honors	20003601,2
Chemistry I Honors	20033501,2
Physics 1 Honors	20033901,2
AP Human Geography	21034001,2
AP World History	21094201,2
AP American History	21003301,2
AP Psychology	21073501,2
AP European History	21093800
American History Honors	21003201,2
Economics Honors	21023200
American Government Honors	21063200
World History Honors	21093201,2

AP French Language	07013801,2
French 3	07013401,2
French 4	07013501,2
French 5	07013601,2
AP Spanish Language	07084001,2
Spanish 3	07083601,2
Spanish 4	07083701,2
Spanish 5	07083801,2
Two-Dimensional Studio Art 3	01013200
Three-Dimensional Studio Art 3	01013500
AP Studio Art 2D	01093501,2
AP Studio Art 3D	01083300
Digital Art Imaging 3	01083900
Theater 4	04003401
Networking 2	82070301,2
Networking 3	82070401,2
Networking 4	82070501,2
PC Support 2	82007221,2
PC Support 3	82007231,2
Early Childhood Education 4 (Child Care 4)	85032140
ALL Dual Enrollment (DE) Courses	







The ExCEL Magnet Program is a college preparatory innovative school model in which the best practices in education are modeled by teachers. In addition to the typical methods of instruction such as lectures, reading, writing, and homework; students use the knowledge they have acquired to demonstrate mastery of higher-level thinking and problem solving skills. They do this in a variety of interdisciplinary projects and presentations. Students are also involved in workshops on continuous quality improvement, team building, and career preparation. Our students gain first-hand knowledge of possible career choices by shadowing in a business or professional office setting twice a year. Please contact our office if you are interested in learning more about the program.

**Magnet Office staff & contact information:**

<b>Joshua Wolfenden, ExCEL Coordinator &amp; Assistant Principal</b>	<a href="mailto:wolfendenj@pcsb.org">wolfendenj@pcsb.org</a>
<b>Courtney Ward, ExCEL Guidance Counselor</b>	<a href="mailto:wardco@pcsb.org">wardco@pcsb.org</a> 588-3758 ext.2182
<b>Debbie Howard, ExCEL Secretary</b>	<a href="mailto:howardd@pcsb.org">howardd@pcsb.org</a>
<b>Magnet Web Page</b>	<a href="http://www.excel.pcsb.org">www.excel.pcsb.org</a>
<b>Magnet Office Telephone</b>	727-588-4622
<b>Magnet Office Fax</b>	727-588-3705

**The ExCEL program accepts ninth and tenth grade students who meet the following criteria:**

- **2.5 or greater GPA in grades 6-8 or in grade 9**
- **FCAT Developmental Scale Scores or standardized testing scores equivalent to a 4 stanine in reading and mathematics (this translates to being a high level 2 or above FCAT score)**
- **Positive discipline history**
- **Regular attendance at school as determined by the student’s attendance history**

Students in the ExCEL program take their core academic classes (math, science, English, and social studies) with ExCEL magnet teachers, in addition to the required magnet elective classes outlined in the following table.

Course Title	Credit	Required Y/N	Description
Peer Counseling I	½	Yes Grade 9	Provides students with an understanding of the elements of communications and group processes through the study of questioning skills, listening skills, feedback and paraphrasing skills, non-verbal communication, non-judgmental responses, and group cohesiveness. This course also provides an opportunity for the students to become familiar with the requirements of the ExCEL Program and the school while getting to know their peers.
Leadership Skills Development	½	Yes Grade 10	Students study and practice positive leadership skills, problem solving/decision making, group dynamics, public speaking, ethics, time and stress management, , team building and other group processes. As part of this course, students complete a student chosen Community Service Project that allows them to demonstrate their leadership skills within their community.

Career Research & Decision Making	½	Yes Grade 11	This course offers an depth study of the student’s personal career choices and the schooling required to enter that career field, as well as college and scholarship information. Students will have an opportunity to narrow the scope of their post-secondary plans and to obtain instruction on writing college essays, resumes, and other documents that they will need knowledge of to maximize their future opportunities.
Research in SAT Preparation	½	Yes Online only Grade 11	Instruction and practice in preparation for the reading, writing, and mathematics sections of the Scholastic Aptitude Test (SAT) is offered in this course. While it is not required of our students, it is strongly recommended. Students who take this course show significant improvements in the SAT scores from the beginning to the end of the course.
Leadership Techniques	½	Yes Grade 12	This provides an in-depth study of positive leadership techniques, including decision making, problem solving, meeting skills, communication, group conflict resolution, time and stress management, group dynamics, motivational strategy, and the role of leadership in a democratic society. Students will work within the ExCEL program to demonstrate their skills that have developed over their four years in the program.
Peer Mediation	½ - 1½	No Grades 10-12	These students serve their school and act as role models among their peers by applying their mediation skills while they serve as Peer Mediators for Largo High School’s Mediation Program. The Peer Mediators are supported by an adult who acts as a resource and supporter to the program.
Internship*	1-2	No Grade 12	Students assess personal, academic, and career goals; enhance effective study skills; demonstrate job readiness skills; and use effective communication skills on site at an internship of their choosing, with approval from their instructor. This culminates with a portfolio that demonstrates what has been learned through the experience as well as the timeline of how the internship was obtained and what was accomplished while the student was there.

\*ExCEL magnet students are required to complete a senior requirement. This requirement can be satisfied by successful completion of an approved senior project or through obtaining approved industry certifications. The requirement can also be met by successfully completing a Dual Enrollment or AP course during their senior year. Additionally, participation in specific elective strands (Fine Arts, Business, Foreign Language, etc...) throughout the students 4 year experience may satisfy the ExCEL senior requirement.



# International Baccalaureate

This program allows students to challenge themselves to learn and problem solve, research and hone writing skills, think critically and work cooperatively in order to take on the world! The curriculum focuses on global issues and themes, exposing students to the world around them.

## IB Office staff & contact information:

Adam Lane, IB Coordinator & Asst. Principal

[lanea@pcsb.org](mailto:lanea@pcsb.org)

Brenda Chevere, IB Clerk

[chevereb@pcsb.org](mailto:chevereb@pcsb.org)

Kelli Mitchell, IB Guidance Counselor

[mitchellkel@pcsb.org](mailto:mitchellkel@pcsb.org)

Office Telephone

727-588-3758

Office Fax

727-588-4037

## Our program accepts ninth grade students who meet the following criteria:

### Target Group 1:

- FCAT scores of 375 or higher in reading and math or stanines of 8 or 9 in total reading and total math on a standardized test
- Final academic grades of B or above in grades 6 & 7
- All students must have completed Algebra I Honors and one year of a foreign language in middle school

### Target Group 2:

- If a student does not meet the required standardized test score or academic grades, the admission committee will recommend one of the following:
  - The applicant has the potential for the program and is placed in the Target 2 Group.
  - The applicant appears to lack potential and does not qualify for the program (an appeal procedure exists)
  - All students must have completed Algebra I Honors and one year of a foreign language in a middle school to be considered for the Target Group 2.

## Courses are grouped in six areas

- Language A (Native language)
- Language B
- Individuals and Societies- i.e. History, Geography, Economics, Psychology
- Experimental Sciences - Biology, Chemistry, Physics
- Mathematics and Computer Science
- Arts

## Over the course of the two year programme, students will

- study six subjects chosen from the six subject groups noted to the left
- complete an extended essay
- follow a theory of knowledge course
- participate in creativity, action and service

For further information about the IB and its programmes, visit <http://www.ibo.org>

Entering ninth grade students will take **English 1 Honors; American History Honors; Biology 1 Honors; Algebra 2 Honors; Spanish or French; Inquiry Skills;** and **one Elective option**

### Sample Four Year Schedule

	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<b>Language A</b>	Honors Option English 1	Honors Option English 2	IB English HL/SL	IB English HL/SL
<b>Language B</b>	Spanish/French 2	Spanish/French 3	Spanish/French 4	Spanish/French 5
<b>Individuals and Societies</b>	Honors Option American History	Honors Option World History	IB European History HL/SL and/or IB Psychology HL/SL*	IB History of the Americas HL IB Contemporary History SL Psychology HL/SL*
<b>Experimental Sciences</b>	Honors Option Biology	Honors Option Chemistry	IB Biology HL/SL IB Chemistry HL/SL IB Physics HL/SL	IB Biology HL/SL IB Chemistry HL/SL IB Physics HL/SL
<b>Math</b>	Honors Option Algebra 2	Honors Option Geometry/Trig or Honors Option Pre Calculus	IB Math Analysis SL or IB Calculus SL or IB/AP Calculus AB HL	IB Math Studies SL or IB Analytical Geometry or IB Math HL
<b>Arts/Elective</b>			6 <sup>th</sup> subject HL/SL or Additional Science or Social Science or World Language,	6th subject HL/SL or Additional Science or Social Science or World Language,
<b>Inquiry/ Theory of Knowledge</b>	Inquiry Skills - designed to teach students the research, study, and thinking skills necessary for the advanced study they would undertake in the International Baccalaureate Program of the 11 <sup>th</sup> and 12 <sup>th</sup> grades – focuses on self-inquiry and study skills development	Research - develop fundamental knowledge in the steps in the research process – includes purpose of research, research questions and hypotheses, review of literature and other resources, research methods and procedures, report formats, styles, content, directed investigations, and critical analysis of research OR Physics Honors 1	Theory of Knowledge	Research

**Key:**

HL = Higher Level

SL = Standard Level

**IB Diploma Curriculum Requirements**

3 HL exams      Extended Essay (4,000 words)

3 SL exams      Theory of Knowledge

Creative, Action, Service (CAS) 150 hours

**Recommended Elective Options (course descriptions can be found in the appropriate section of this guide)**

Art: Creating 2-Dimensional/3-Dimensional Art (Introduction to Art) or Creative Photography I

Business: Introduction to Information Technologies

Drama: Drama 1

Family & Consumer Science: Nutrition & Wellness (Foods 1) & Principles of Food Preparation (Foods 2)

Language Arts: Journalism

Music: Band or Orchestra – *may require after-school rehearsals and performances*

Music: Chorus 1 - *may require after-school rehearsals and performances*

Social Studies: Advanced Placement Human Geography

## COLLEGE CREDIT COURSES

**Advanced Placement**, also called AP courses, are college level courses taught in the high school setting. Below is an excerpt from the College Board AP Courses and Exams webpage that you may find helpful (<http://apcentral.collegeboard.com/apc/public/courses/index.html>).

“AP courses are taught by highly qualified high school teachers who use the *AP Course Descriptions* to guide them. The Course Description for each discipline outlines the course content, describes the curricular goals of the subject, and provides sample examination questions. While the Course Descriptions are a significant source of information about the course content on which the AP Exams will be based, AP teachers have the flexibility to determine how this content is presented.”

**Students who take AP courses are required to take the mid-year exam and the Advanced Placement Exam.** Performance on the AP Exam determines whether or not students will earn college credit for the course and each college has different requirements. For information about a specific college, please contact that school directly.

The following are AP classes we intend to offer at Largo High School in the 2014-2015 school year:

AP French Language	AP Human Geography
AP Spanish Language	AP World History
AP Language and Composition	AP US History
AP Literature and Composition	AP European History
AP Statistics	AP Psychology
AP Calculus AB	AP Studio Art: 2/D Design Portfolio
AP Calculus BC	AP Studio Art: 3/D Design Portfolio
AP Biology	AP Physics
AP Chemistry	

**Dual Enrollment** courses, also noted as DE courses, are courses that are offered on the LHS campus and also at SPC campuses. See page 5 for detailed information about the DE enrollment process. In order to receive college credit for a DE course, the student must earn a grade of C or higher.

The following are DE courses we intend to offer at Largo High School in the 2012-2013 school year:

- Composition I
- Composition II
- The College Experience



## ART COURSES

All art courses meet specific graduation requirements for fine arts and are available to students at all grade levels

- \$ = \$10-15 Fee associated with cost of materials

### Entry Level Art Courses:

You do not have to take both of these entry-level courses.

These half credit (one semester) courses meet the pre-requisite requirements for all advanced art courses, and both courses focus on the enjoyment and appreciation of art. \$

#### **Creating 3-Dimensional Art - 0101355**

Students will experiment with clay, wire, paper mache, fused glass, and found objects will be used as they learn to create 3-Dimensional works of art.

#### **Creating 2-Dimensional Art - 0101365**

Students will experiment in drawing, painting, collage, and more as they learn to create 2-dimensional works of art.

### Advanced Art Courses:

The following courses are each offered in three levels. Level III are Honors courses and earn Quality Points.

#### **Three-Dimensional Studio Art 1, 2, 3 Honors– 01013300, -3400, -3500**

These classes promote the enjoyment and appreciation of art as students experiment with media and techniques used to design and construct 3-dimensional artworks, in media such as clay, wire, paper mache, fused glass, and found objects. \$

#### **Two Dimensional Studio Art 1, 2, 3 Honors– 01013000, -3100, -3200**

This class promotes the enjoyment and appreciation of art as students experiment with media and techniques used to create 2-dimensional artworks including drawing, painting, collage, and more. \$

#### **Creative Photography I – 01083100**

Students will develop their creative eye for capturing good photographic compositions, then enhance and manipulate their images in our IMAC lab. This course is designed for both the hobby artist and the future professional photographer. \$

#### **Digital Art Imaging 2, 3 – 0108380, -390**

Students will investigate the computer as an art tool for fine and commercial art applications. Students will create and print their artwork in our IMAC lab. Prerequisite: Creative Photography 1\$

### Additional Advanced Art Courses:

#### **Portfolio 3 Development- Three-Dimensional Honors - 01093300**

#### **Portfolio 2 Development – Two-Dimensional Honors - 01093200**

Portfolio courses are reserved for students who have completed all three levels of a course of study in the visual arts. \$

#### **Advanced Placement Studio Art: 3/D Design Portfolio - 01093600**

#### **Advanced Placement Studio Art: 2/D Design Portfolio- 01093500**

These courses are for advanced students who seek AP Credit through submitting their portfolio for consideration by the College Board. The courses include district-developed requirements that demonstrate students' mastery of rigorous standards. Prerequisite: minimum of 2 credits in related advanced level art courses. For more information, please consult your art teacher. Bring your portfolio. \$

## **BUSINESS TECHNOLOGY EDUCATION, COMPUTER SCIENCE, & TECHNOLOGY COURSES**

(Students will be assessed for some materials in this program. See a business teacher for information on approximate cost. All business technology education courses meet specific graduation requirements for practical arts credit.)

*All courses are a length of one year and available to all grade levels unless otherwise specified.*

### **Introduction to Information Technology (IIT)**

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts.

### **Legal Aspects of Business**

Grades 10-12. Prerequisite: Introduction to Information Technology

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.

### **Business Cooperative Management**

Grades 11-12. Prerequisite: This course provides Business Cooperative Education students with a common class that can be used to reinforce and provide additional competencies in their selected Business Technology Education Program. Curriculum may include maintaining job related forms and instruction in subjects related to the specific job that the student is performing.

### **Business Cooperative Education (OJT)**

This course is for juniors and seniors who have satisfactory performance in a business education job preparatory program and approval of the BCE Coordinator. BCE combines related classroom instruction with supervised on-the-job training in a business or office occupation that matches the student's career objective. Students must be concurrently enrolled in a one credit Business course.

### **Networking 1, 2 (Q), 3 (Q), 4 (Q)**

This sequence of one-year courses is designed to prepare students for employment as an Information Technology Assistant, Computer Support Assistant, Network Support Assistant, Network Administrator, Wireless Network Administrator, and/or Data Communications Analyst.

### **PC Support 1, 2 (Q), 3 (Q)**

These one-year courses develop entry level skills for PC supporting services. Students will develop an understanding of various software applications and operating systems, electronic communications via the internet, and an introduction to computer networking. IIT is a required prerequisite.

### **Teacher Assistant Classes - grades 11-12**

Workplace Essentials; Practical Arts; Business Education Directed Study

Attendance and discipline history will be considered; requires approval of administrator

### **Accounting Applications 1**

This one-year course is a must for anyone planning to major in business in college or to own their own business. Content covered includes double entry bookkeeping methods and principles of recording business transactions; as well as the preparation of various documents used in the interpretation of financial statements.

### **Accounting Applications 2, 3 (Q), 4 (Q)**

Successful completion of the previous level is required. These courses are intended to provide the development of additional skills in accounting, including computerized accounting. Application of depreciation, inventory accruals, deferrals, notes, and payroll knowledge will be emphasized.

## DRAMA COURSES

(All Art courses meet specific graduation requirements for fine arts)

### **Introduction to Drama** (Length, Credit: Semester, ½)

This course introduces the student to the techniques of acting and the excitement of the performing arts. Students will learn about costuming, make-up, theatre history, pantomime, sound and lighting. This is the perfect class to develop self-confidence, learn how to work as a team, and improve one's speech.

### **Theater 1, 2, 3, 4 (Q)** (Length, Credit: Year, 1)

The purpose of these courses is to develop skills useful in the study and practice of theater arts. In level one, students explore pantomime, playwriting, scene study, monologues, and musical theater; with lighting, sound, makeup, and costuming used for almost every assignment. In the upper levels, emphasis is placed on reading and interpreting dramatic literature, analyzing and portraying character, and utilizing dance, acting and stagecraft skills. Students analyze literary and dramatic qualities of plays and evaluate theatrical performances. Students are introduced to a variety of performance experiences. Students will perform at elementary schools, the annual Theatre Fest, Largo Idol and Thespian Competitions. ***Drama II or higher levels are required for all Thespians, all students who are going to competition, and all students participating in the fall and spring productions.***

### **Technical Theater Design** (Length, Credit: Year, 1)

These courses introduce students to the fundamentals of technical theater and provide them with practical experiences in stagecraft procedures. Emphasis is placed on scenery construction, costuming, makeup, lighting, sound, set design, and properties.

## **ESE (Exceptional Student Education) COURSES**

The department of Exceptional Student Education (ESE) provides programs and services at LHS for those students who have speech, language, visual or hearing impairments, specific learning disabilities, emotional handicaps, physical and/or health disabilities. A full range of instructional approaches is available in the Least Restrictive Environment (LRE) and determined by the needs of the individual student. Speech/language therapy, physical therapy, occupational therapy, social work services, psychological services and vocational training are also available. Students placed in the ESE Program must qualify according to criteria established by the State of Florida and defined in the Pinellas County Special Programs and Procedures for Exceptional Students. Each student receiving ESE services should consult with their case manager for optimal benefits appropriate to their needs, particularly during the course registration process.

The following courses are offered to ESE students seeking a Standard or Special Diploma who are supported through Individualized Education Plans (IEP's). These courses are not available for students without IEP's. Credits vary according to the diploma sought:

### **Special Diploma**

Reading 9-12  
 English 9-12  
 Math 9-12  
 Science 9-12  
 Social Studies 9-12  
 Career Education 9-12  
 Life Management and Transition 11-12  
 Social and Personal Skills  
 Unique Skills  
 Career Preparation  
 Career Experiences  
 Career Placement  
 Driver Education for Special Learners

### **Students who take the FAA only**

Access Geometry  
 Access English 1/2  
 Access English 3/4  
 Access Algebra 1A  
 Access Algebra 1B  
 Access Integrated Science  
 Access United States Government  
 Access Economics

### **Electives for Students with Disabilities On Standard Diploma**

Learning Strategies (**required elective**)  
 Self-Determination 9-12  
 Driver Education for Special Learners  
 Life Management and Transition 11-12

### **Special Skills courses**

Career Placement  
 Social and Personal Skills  
 Unique Skills- School Business  
 Driver Education for Special Learners

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

Reading 9-12 or English 9-12 or Access English 1/2  
 Math 9-12 or Access Algebra 1A  
 Career Education 9-12  
 Art 2D/3D then Drawing or Painting  
 Physical Education course  
 vocational elective or special skill course  
 vocational elective

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

Reading 9-12 or English 9-12 or Access English 1/2  
 Math 9-12 or Access Algebra 1B  
 Career Education 9-12 (if no direction) or Career Preparation  
 Science 9-12 or Access Integrated Science  
 Social Studies 9-12 or Access United States Government  
 vocational elective or special skill course  
 vocational elective  
 vocational elective

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

Reading 9-12 or English 9-12 or Access English 3/4  
 Math 9-12 or Access Geometry  
 Life Management and Transition 11-12  
 Science 9-12 or Access Integrated Science  
 Social Studies 9-12 or Access Economics  
 Career Prep. (if not done in 10th) or sp. skill course  
 vocational elective or Career Experiences  
 vocational elective or Career Experiences

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

Life Management and Transition 11-12  
 vocational elective or special skill course  
 vocational elective or special skill course  
 vocational elective or Career Experiences  
 vocational elective or Career Experiences  
 vocational elective or Career Experiences  
 vocational elective or Career Experiences

## ENGLISH / LANGUAGE ARTS COURSES

*All courses are a length of one year unless otherwise specified*

### English I

Emphasis is placed on developing an understanding of literary genres and using the writing process to produce paragraphs and papers of 5 paragraphs; as well as listening skills, grammar skills, study skills, and reference skills.

### English II

Emphasis is placed on developing an understanding of literary elements, devices, and themes of modern literature in addition to using the writing process to produce specific types of papers. Speaking and listening skills, vocabulary skills, study and reference skills, and a study of mass media are also included

### English I Honors (Q) & English II Honors (Q)

These courses are for students who are reading at grade level or above and are willing to work hard and complete all assignments from the first day of the class. Students are expected to read and interpret, independently, difficult works. The classes emphasize reading, with a particularly intense focus on writing and vocabulary assignments, which will prepare students for upper level high school courses and college work and for passing the FCAT.

### English III

This course involves the study of literature, language, and composition; with an emphasis placed on developing an understanding of major authors, periods, features, and themes of American literature. There is also a focus on using the writing process to produce specific types of papers, including literary analysis, the documented argumentative essay, and a research paper.

### English III Honors (Q)

This class is for college-bound juniors and is more rigorous than the English III class, but not as demanding as the AP Language and Composition course. English III Honors emphasizes reading, intensive writing and vocabulary assignments, which will prepare a student for university level work. Students are required to complete summer reading and one additional novel or major literary work per six weeks. Emphasis is placed on American Literature and the writing of multi-paragraph essays, including the research paper. Students should be reading at or above grade level.

### English IV: Florida College Prep

The purpose of this course is to prepare 12<sup>th</sup> grade students for the demands of college level reading and writing. Successful completion of this course (including passing the final exam) will exempt students from further CPT/PERT testing and postsecondary remediation in reading and writing if they enroll in a community college within two years of completion.

### English IV Honors (Q)

This class is more rigorous than the English IV class but not as demanding as the AP English Literature and Composition course. Students analyze literature, write literary analysis papers and do significant amounts of work outside of class. Students read daily and must commit time to reading the novels and plays. Participation in class discussion is emphasized and is important.

### Advanced Placement Language/Composition (Q) – Grade 11

This class not only prepares students for college level work, it also offers college credit for those who can make a qualifying score on a national test at the end of the year. Students spend class time reading, writing and talking about great literature. Independent thinking is encouraged, with an emphasis 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. Students are required to complete summer reading. **Advanced Placement students are required to take the mid-term course exam as well as the AP exam.** Only motivated students who are willing to work very hard need register for this class.

### Advanced Placement English Literature and Composition (Q) – Grade 12

This class not only prepares students for college level work, it also offers college credit for those who can make a qualifying score on a national test at the end of the year. *This is a demanding course*, in which students analyze literature, write literary analysis papers, and take timed writings. It prepares students for college in all subjects because of the critical thinking required; and for English courses because of the literary analysis and timed writings. Students must be willing to read all the novels and plays, analyze poetry, and revise writings. Students must be committed to doing homework, writing in class, studying SAT vocabulary, studying literary terms, and preparing for the advanced placement examination. Class discussion is an essential part of this class. **Advanced Placement students are required to take the AP exam.**

**AP Disclaimer:** Students enrolled in **AP Language and/ or AP Literature** will be required to complete a summer reading assignment. The summer reading assignment will be delivered shortly before the examination period at the close of second semester. Students may borrow the book from the school, from a public library, or purchase the book.

## ***Elective Language Arts Courses:***

### **Dual Enrollment Composition I (Q)**

This course is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay and includes practice in information retrieval from electronic and other sources, as well as in the selection, restriction, organization, and development of topics. It also offers the student opportunities to improve proficiency with sentence structure, diction, and mechanics. Selected writing samples are examined as models of form and as sources of ideas for the student's own writing.

### **Dual Enrollment Composition II (Q)**

This course builds upon the skills developed in Composition I. It provides further instruction in the planning, organization, and writing of essays. It stresses methods of library research including information retrieval from electronic sources, and emphasizes writing of the research paper and the paper of literary interpretation. The reading includes selections from at least two forms of literature.

### **Research in SAT Preparation (Grades 11-12)**

(Length, Credit: Semester, ½)

This semester long half-credit course provides instruction and practice as a combination course for preparation in reading, writing, and mathematics sections of the Scholastic Aptitude Test (SAT) for college admission.

### **Speech I, II (Length, Credit: Semester, ½)**

Students will develop oral communications skills through the use of formal and informal speaking situations. Emphasis is placed on using public speaking skills, listening skills, and group discussion techniques. Students will also analyze audiences for speaking purposes and evaluate speeches and speaking techniques. In level two, students will make formal speeches and participate in debate activities and formal discussion.

## **Classes required for students in targeted reading ranges:**

### **Intensive Reading (Grades 9 & 10)**

These courses are designed to help students improve their reading skills. Emphasis is placed on using a basic vocabulary, reading with enhanced comprehension and developing proficient study skills. These courses are required for students reading at specific levels as outlined by district requirements.

### **Read 180 (Grades 9 & 10)**

This two credit double-period class is a yearlong class that adheres strictly to Scholastic's Read 180 model. This involves phonemic awareness, phonics, fluency, comprehension, and vocabulary instruction. This course is designed to help and is required for students reading far below grade level to reach higher levels of reading and writing achievement.

### **Creative Writing I, II, III (Q) (Grades 9-12)**

(Length, Credit: Semester, ½)

Students develop skills in writing through the study of literary forms. Students use all aspects of the writing process to produce publishable pieces of writing. In level one, students evaluate representative examples of literature as models for writing. Later, students apply organizational, editorial and managerial skills in the production of publications.

### **Journalism I (Grades 9-12)**

This course provides students with instruction in basic aspects of journalism and workshop experiences in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes.

### **Journalism I, II, III (Q), IV (Q) Newspaper/Yearbook**

Successful completion of the previous level and teacher approval is a prerequisite. These courses develop/refine journalistic writing skills through practice. Students create the newspaper or yearbook, which involves writing, graphic design, & photographic techniques. Selling advertisements for the publication is a course requirement.

**Disclaimer:** Students in all levels of **Creative Writing and/or Journalism** will be expected to participate in after school activities involving fund raising. All are expected to assist with developing business contacts for the two publications, the *Kaleidoscope* and the *Packer Press*. Students will be expected to sell advertising space for both publications. Failure to do so may constitute lowering an academic grade. Students will work as a team and answer to classmates in leadership roles.

### **Intensive Language Arts-Critical Reading (Gr. 11 & 12)**

This course is for students who need to improve their reading skills and is particularly focused to ensure success on the reading portion of the FCAT. This course is required for juniors and seniors who have not passed the FCAT, and will be repeated each semester until a passing FCAT score is obtained. Passing the FCAT is a graduation requirement for students.

### **English I, Eng. II, and Eng. III Plus Reading Intervention**

Emphasis is placed on reading skills and strategies as well as practice with informational passages. Emphasis is also placed on the skills included in the English I and English II curriculum. This class will serve as the required reading course for FCAT Level 2 students scoring at or above a 300 scale score.

## ESOL (English Speakers of Other Languages) COURSES

### Developmental Language Arts through ESOL – multiple credits can be earned in this course

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis is on the acquisition of integrated English communication skills in a wide range of activities and content areas.

English I through ESOL – Grade 9, 1 credit

English II through ESOL – Grade 10, 1 credit

English III through ESOL – Grade 11, 1 credit

English IV through ESOL – Grade 12, 1 credit

English through ESOL courses provide English instruction to limited English proficient students through a focus on the study of literature, language, and composition. The following are incorporated into each course: speaking and listening skills, vocabulary skills, study skills, reference skills, and the study of the English language.

## FAMILY AND CONSUMER SCIENCE COURSES

### Early Childhood Education 1, 2, 3, 4 (Q)

These courses are offered for one semester in a double period, earning one credit each. The courses must be taken in sequence and student must acquire teacher approval. Students will gain a working knowledge of children's physical, emotional, social, and intellectual growth by participating in the actual operation of a preschool center. Activities provide instruction in the use of manipulative equipment; language development; and creative art, music, science, dramatic play and outdoor play equipment.

### Nutrition & Wellness (Foods 1)

(Length, Credit: Semester, ½)

What do shiny hair, a glowing complexion, high energy level and good grades have in common? They all require smart food choices. In this course you will learn how to make and prepare smart food choices. That's right! Take charge of your life – have the energy to get better grades, develop a diet that works, try out for the team, and make new friends. (Semester; ½ credit)

### Principles of Food Preparation (Foods 2) (Length, Credit: Semester, ½)

Are you tired of burnt cookies; dry, tough meat; and soggy veggies? The answers to these problems and many more may be found in this class that teaches you how to select, prepare, and store foods. Learn first-hand how to work with kitchen tools, equipment, and materials; with an emphasis on meal planning and preparation. Prerequisite is Nutrition and Wellness (Foods I). (Semester, ½ credit)

## HEALTH/DRIVER EDUCATION/PHYSICAL EDUCATION COURSES

### HOPE (Health Opportunities through Physical Education) (Grades 9-12)

This course will develop and enhance critical life management skills necessary to make sound decisions and take positive actions for healthy and effective living. ***This course is a graduation requirement for all standard diploma students.*** (Year, 1 credit)

**Driver Education** - Students must be 15 years of age and pay the required materials fee

**Students who do not have their restricted license the first day of class will be given the DATE course which requires them to be present every day for the first week of class or they will be dropped from the 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 with no refund of the materials fee.**

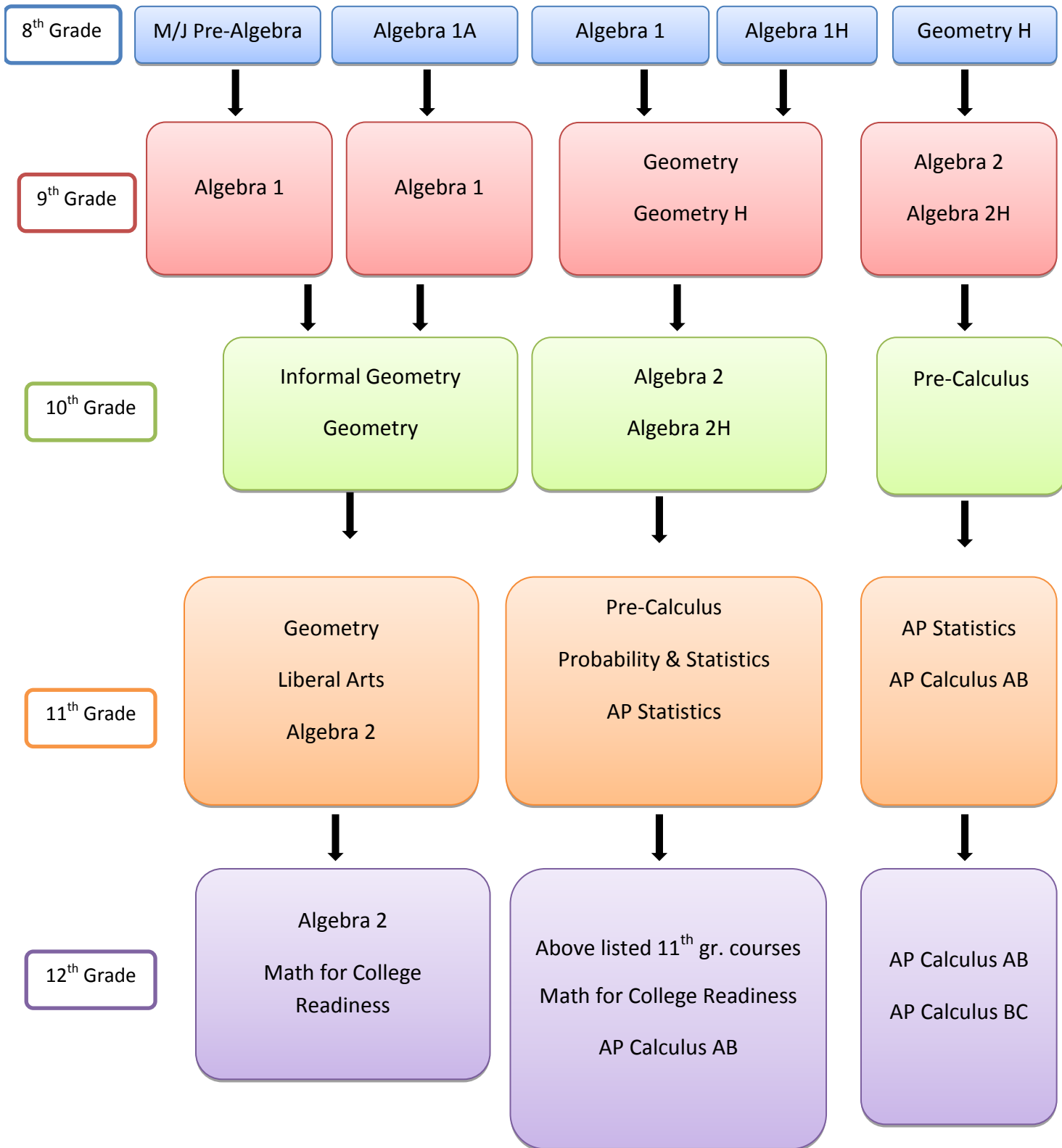
This course introduces students to the highway transportation system and to strategies which will develop driving knowledge and skills related to today's and tomorrow's motorized society, and provide an in-depth study of the scope and nature of accident problems and their solutions. Laboratory instruction in dual controlled vehicles under direction of an instructor and on/off street multiple vehicle driving ranges are available. (Semester, ½ credit)

**The following Physical Education courses can be taken by all students for elective credit:**

- Basketball
- Team Sports I, II
- Tennis 1, 2, 3
- Volleyball 1, 2, 3
- Weight Training 1, 2,



## MATHEMATICS COURSES



### **Algebra 1**

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the algebra skills needed to solve real-world and mathematical problems. Topics shall include, but not be limited to, sets, ratios, proportions, radical expressions, variables, the real number system, equations and inequalities, graphs, systems of linear equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, quadratic equations, Venn diagrams, coordinate geometry, problem solving strategies, and literacy strategies.

### **Geometry**

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

### **Geometry Honors**

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.

### **Informal Geometry**

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.

**NOTE:** *This course is not recognized by the State University System as meeting one of the core courses required for freshman admissions.*

### **Algebra 2**

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

### **Algebra 2 Honors**

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.

### **Probability and Statistics with Applications**

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

### **Pre-Calculus**

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.

### Liberal Arts Math

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

*Note: This course is not recognized by the State University System as meeting one of the core courses required for freshman admissions.*

### Mathematics for College Readiness

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

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

### AP Statistics (Q)

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.

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

### AP Calculus (Q)

The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content is specified by the Advanced Placement Program.

*Note: Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.*

**Graphing calculators are required for students taking AP Calculus, and AP Statistics; and also highly recommended for students taking Algebra II or above. We recommend the use of TI-84 calculators (approximately \$90). Students in courses lower than Algebra II should have scientific calculators (approximately \$10-\$15)**

## RESEARCH AND CRITICAL THINKING COURSES

**AVID I – 9<sup>TH</sup> Grade**

**AVID II – 10<sup>TH</sup> Grade**

**AVID III – 11<sup>TH</sup> Grade**

**AVID IV- 12<sup>TH</sup> Grade**

Advancement Via Individual Determination (AVID) courses are elective classes that provide academic support for students in the AVID program through curricular and mentoring activities. These courses are designed to enable students to develop fundamental skills aligned with current curriculum.

**Dual Enrollment The College Experience** (Length, credit: 1 semester, ½ credit)

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

## MUSIC COURSES

### BAND, MARCHING BAND, COLOR GUARD RELATED COURSES

**Note:** Individual and group practice and performances outside of class time are necessary for successful mastery of performance standards in all classes except Beginning Band/Orchestra. Students are required to participate in all scheduled events; these are a part of their grade for the course. Contact the band office at 585-4653 for further details.

**Instrumental Techniques** Year, 1 credit – for students with little or no instrumental experience

**Blue Band 1, 2, 3** Year, 1 credit

**Gold Band 1, 2, 3, 4** Year, 1 credit – students must pass audition to join Gold Band

**Orchestra 1, 2, 3, 4** Year, 1 credit

**Instrumental Ensemble 1, 2** Semester, ½ credit

*Please note: Instrumental Ensemble is a percussion class*

**Eurhythmics 1, 2, 3, 4** Semester, ½ credit

**Fall semester Marching Band and Color Guard requirements:** The color guard is a part of the marching band in the fall; this ensemble actually begins rehearsing in the summer. Students who join the marching band are required to attend all marching band events beginning with band camp; these are reflected in their course grades. Please contact the band office at 585-4653 for further information, including rehearsal and performance schedules.

### CHORUS RELATED COURSES

**Note:** All Chorus classes require performances after school hours and attendance at these events are part of the students' grades.

**Mixed Chorus I** Year, 1 credit – open to all

**Chorus I, II, III** Year, 1 credit – prerequisite Mixed Chorus and teacher approval

**Chorus IV** Year, 1 credit – teacher approval

**Madrigal I, II, III** Year, 1 credit – students must audition and receive invitation

**Madrigal IV** Year, 1 credit – student must audition, receive invitation, and agree to honors syllabus

### OTHER MUSIC CLASSES

**Guitar I, II, III** Year, 1 credit – students must purchase the textbook

**Keyboarding I, II, III, IV** Year, 1 credit

## SCIENCE COURSES

All science classes are yearlong and earn 1 credit

### Earth/Space Science

The purpose of this course is to provide opportunities for the student to develop concepts basic to the earth, including its materials, processes, history, and environment in space. Topics include the origin of the universe and solar system, life cycle of stars, formation of rocks, land forms, plate tectonics, glaciers, meteorology, and geologic periods.

### Biology I

This is a survey and exploratory course providing students with experiences and activities in life's fundamental concepts. Topics include cell biology, cell reproduction, classification, taxonomy, structure and function of plants and animals, and ecological relationships.

### Biology I Honors (Q)

Prerequisite: Successful completion of Advanced 8<sup>th</sup> Grade Science & strong reading comprehension. This course provides students with advanced exploratory experience and activities in the fundamental concepts of life. Topics include biochemistry, microorganisms and disease, genetics, and human anatomy and physiology.

### Advanced Placement Biology (Q)

Prerequisite: successful completion of Chemistry I and Biology I. The purpose of this course is to provide a college level course in biology, and to prepare the student to seek credit and appropriate placement in college biology courses. Students are required to take the AP Biology examination.

### Chemistry I

Prerequisite: successful completion of Algebra I. This course provides students with advanced exploratory experience and activities in the fundamental concepts of life. Topics such as biochemistry, microorganisms and disease, genetics, biological changes through time, and human anatomy and physiology are included.

### Chemistry I Honors (Q)

Prerequisite: successful completion of Algebra I - 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. Laboratory activities are done frequently to reinforce concepts and familiarize students with lab procedures and technique.

### Advanced Placement Chemistry (Q)

Prerequisite: Grade of C or better in Chemistry I and Algebra II. The purpose of this course is to provide a college level course in chemistry, and to prepare the students to seek credit and/or appropriate placement in college chemistry courses. Students are required to take the mid-year exam and the AP exam.

### Anatomy & Physiology

Prerequisite: Biology I or Biology I H or Chemistry/teacher approval. This course will provide students with an introduction to the structure and function of the components of the human body. Topics include the nervous, cardiovascular, respiratory, urinary, and endocrine systems.

### Anatomy & Physiology Honors (Q)

Prerequisite: Biology I or Biology I H and Chemistry recommended grade of B or better. This course will provide students with an advanced introduction to the structure and function of the components of the human body. Topics such as the nervous, cardiovascular, respiratory, urinary, and endocrine systems are included.

### Marine Science

Prerequisite: Biology-Recommend average grade of C or higher. This course provides the student with a survey of the marine biome. Included are concepts relating to the chemical, physical and geological nature of the oceans, as well as those relating marine flora and fauna. Students learn to setup and maintain a salt water aquarium.

### Physics I

Prerequisite: Algebra I/Recommend average grade of C or better. This course will provide students with introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Topics such as energy, heat, light, electricity and nuclear physics are included, with emphasis upon mechanics.

### Physics I Honors (Q)

Prerequisite: Credit in or concurrent Trigonometry. 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 such as energy, heat, light, electricity and nuclear physics are included, with emphasis upon mechanics.

### AP Physics (Q)

Prerequisite: Chemistry and physics. Recommended grade of B or better in physics, and/or enrollment in AVID. The purpose of this course is to provide a college level course in physics and to prepare the students to seek credit and/or appropriate placement in college physics courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Physics II Honors to insure sufficient time for the required laboratory experiences. Students are required to take the Advanced Placement examination.

## CAREER ACADEMIES OF SEMINOLE COURSES

All courses taken at CAS are one credit. The classes are double periods for one semester each.  
Students must take a bus from LHS to CAS.

### Carpentry

The purpose of this program is to prepare students for employment as carpenters, carpenter helpers, rough carpenters or maintenance carpenters. The content includes, but is not limited to, laying out, fabricating, erecting, installing and repairing residential wooden structures and fixtures using hand and power tools. I.C.E. may be used as a method of instruction after the student has completed level two. Students are eligible for NCCER Certification (National Center for Construction Education and Research).

**Carpentry and Cabinetry 1, 2, 3 ▪ Trim & Finish 4 ▪ Frame & Form 5, 6**

### Commercial Art Technology

Commercial Arts is designed for career oriented students interested in taking their existing artistic skills and learning how to use them to earn a living performing digital design, poster design, logo design and branding, text design, illustrations, billboards, TShirt design and more. Students will learn to use Adobe Photoshop and Illustrator software to design and manipulate photos, web ads and fonts while exploring the entire spectrum of digital and graphic design. Upper level students will have the opportunity to use a laser engraver, design and make canvas banners and signs, layout magazine ads, create packaging and perform real work for the customers. This is an eight level course which can earn occupational completion points towards a continuing education in this field at area community colleges as well as prep work for taking the ACE (Adobe Certified Expert) exam. Interpersonal skill development and participation are a large part of the course as well as an interest in fine arts and design. Skills USA is our affiliate student organization.

**Commercial Art 1, 2, 3, 4, 5, 6**

### Electricity

The program prepares students for employment as electrician helpers. The content includes, but is not limited to, installation, operation, maintenance, and repair of residential electrical systems. I.C.E. may be used as a method of instruction after the student has completed level two. Students are eligible for NCCER Certification (National Center for Construction Education and Research).

**Electric 1, 2, 3 ▪ Residential Electric 4, 5, 6**

### Environmental Technology

Are you interested in learning how to protect our Earth's natural resources? Come discover the environment through instruction and interaction while preparing for a potential career in the "Green industries." Students explore the Earth's natural systems focusing on water, land and air quality. Example topics include native Florida ecosystems, ozone depletion, water testing and treatment and garbage. Additionally, students learn job preparatory skills such as effective communication, teamwork strategies and interview techniques. Students apply their environmental knowledge to understand current global and local issues. Through scientific means, students discover how to promote earth friendly habits that lead to sustainable living.

**Intro to Environmental Tech ▪ Environmental Tech 2 ▪ Land Resources 3 ▪ Land Resources 4  
Air Quality 3 ▪ Water Resources 3 ▪ Water Resources 4**

### Horticulture (earns science credit if program is completed)

Horticulture is the study of plant science—a perfect course for those who love the outdoors. By working in the school greenhouse, shadehouse, and garden, students experience a hands-on approach to science through the investigation of plant production. Students prepare for potential jobs in the original "Green industry;" positions such as nursery workers, landscape designers or maintenance technicians. Subjects include plant growth and development, classification, propagation, fertilization and pesticide application. Additionally, students apply job preparatory skills such as effective communication, teamwork strategies and interview techniques. (Students enrolled in these courses grow plants for sale and personal profit.)

**Agri Science Foundations ▪ Intro to Horticulture 2 ▪ Horticulture Science 3  
Horticulture Science & Service 4, 5 ▪ Environmental Horticulture**

### Veterinary Assisting

The content of this program includes, but is not limited to, instruction that prepares individuals to provide services in the breeding, feeding, care, training, selection, and healthcare, grooming and showing of animals.

**Veterinary Assisting 1, 2, 3, 4, 5**

## SOCIAL STUDIES COURSES

### **American Government** (semester, ½ credit)

This required course is offered at regular and honors (Q) levels to students during their 9<sup>th</sup> grade year (incoming freshmen of 2012/2013 and subsequent years) or 12<sup>th</sup> grade year (all other classes).

### **United States History** (1 year)

This required course is offered at regular, honors (Q), and Advanced Placement (Q) levels to students during their 11<sup>th</sup> grade year.

**Honors:** Students will study and analyze primary source documents, write document based essay questions, and incorporate additional current events. Content covered includes **Reconstruction** to the present.

**Advanced Placement:** Students will study and analyze primary source documents, write document based essay questions, and incorporate additional current events. Content covered includes **Explorers** to the present. Students taking this class are covering a greater time period, and are required to take the mid-year exam and Advanced Placement exam.

### **Economics** (semester, ½ credit)

This required course is offered at regular and honors (Q) levels to students during their 12<sup>th</sup> grade year. The honors course requires regular reading, analysis, and synthesis of information.

### **World History**

This required course is offered at regular, honors (Q), and Advanced Placement (Q) levels to students during their 10<sup>th</sup> grade year.

**Honors:** Students will study and analyze primary source documents, write document based essay questions, and incorporate additional current events.

**Advanced Placement:** Students will study and analyze primary source documents, write document based essay questions, and incorporate additional current events. Students taking this class have greater reading and writing requirements than those in the Honors level course, and are required to take the mid-year exam and Advanced Placement exam.

### **Florida History/ Civil Rights** (semester, 1/2 credit)

#### Gr 10 – 12

This course studies the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state, including Florida's constitution, system of slavery under the Confederacy and Reconstruction, and Florida's role as part of the New South.

### **Advanced Placement Human Geography** (Q)

This academically challenging college level course will introduce students to the discipline of geography, including its tools, themes, and concepts. Students will think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and how they change over time. Students are required to take the mid-year exam and Advanced Placement exam.

### **AP European History** (1 year)

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

### **Psychology I** (semester, ½ credit) – Gr. 11-12

This course provides an opportunity to acquire understanding of human behavior, behavioral interaction, and the progressive development of individuals.

### **Advanced Placement Psychology** (Q) (yearlong, 1 credit)

Prerequisite: Psychology I recommended. Students will analyze human behavior, behavior interaction and the aggressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. Students are required to take the mid-year exam and the Advanced Placement exam.

### **Sociology** (semester, ½ credit) – Gr. 11-12

Students will gain an understanding of society and culture through the study of group relationships, social institutions, and social problems. Adolescence, family, and crime are included in this approach.

### **World Religions** (semester, ½ credit)

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



## FOREIGN LANGUAGE COURSES

### **French 1**

This course is designed to introduce students to French and its culture in order to develop communicative skills and cross cultural training. Emphasis is placed on listening and speaking with special attention to pronunciation. An introduction to the fundamentals of reading, writing and the grammar of the language are also included.

### **French 2**

This course is designed to reinforce the fundamental skills previously acquired by the students in the level one course. Emphasis is placed on expansion of listening and speaking skills and increased reading and writing skills. The content includes a survey of the native-speaking people.

### **French 3 (Q), 4 (Q), 5 (Q)**

In these courses, students will reinforce, master, and expand previously acquired skills. Each level will increase the emphasis on expanding vocabulary, grammar, structure, and conversational skills. By the time students are in level five, they will be reading short stories and plays, writing compositions and speaking only in the target language while in class.

### **Advanced Placement French Language (Q)**

AP French students will work with French IV/V/VI students as well as independently. Supplemental materials will be used to prepare for the Advanced Placement exam. Students are required to take the Advanced Placement exam.

### **Spanish 1**

The content includes an overview of the people of the language as well as beginning skills in the language itself. Listening and speaking will receive the most emphasis, but fundamentals of grammar, reading, and writing will be presented.

### **Spanish 2**

The content of this course will reinforce the fundamental skills or aural/oral communication with expansion of these skills as well as those of reading and writing. Oral communication remains the primary objective but a cultural survey will begin.

### **Spanish 3 (Q)**

The content of this course assumes mastery of previous materials and includes expansion of basic communication skills. There will be selected readings and discussions of them. Contemporary vocabulary stresses everyday activities.

### **Spanish 4 (Q)**

The content includes more advanced language activities and idiomatic expressions with emphasis on conversation. There will be expanded vocabulary for both speaking and writing. Reading selections will vary. Skills previously acquired will be reinforced, mastered, and expanded through conversation and composition.

### **Spanish 5 (Q)**

The content will further emphasize the skills of oral communication through presentation of oral reports on literary/cultural topics, current events and personal experiences. Reading and writing skills will be expanded also.

### **Advanced Placement Spanish Language (Q)**

The purpose of this course is to develop oral and written fluency in the language. Students will read, write and speak only in Spanish. Students are required to take the Advanced Placement exam.