

*2017 - 2018*

*Largo  
High School  
Curriculum Guide*

*Since 1914  
A National Safe & Drug Free  
School of Excellence*



# Largo High School

410 Missouri Avenue

Largo, Florida 33770

School: (727) 588-3758

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

## **Bradley Finkbiner, Ed.D., *Principal***

### ***Assistant Principals***

Alec Liem

Jon Marina

Linda Ray

Joshua Wolfenden

### ***Guidance Counselors***

Caiti Wolfe

Kate Pellin

Lauren Poggaili

Samantha Fitzjarrald

## **Largo High School's Vision**

The vision of Largo High School is to effectively prepare students for post-secondary endeavors by providing a quality education through diverse student activities, varied class offerings and meaningful experiences.

## **Largo High School's Mission**

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.

## **Pinellas County Schools**

Michael A. Grego, Ed.D., Superintendent

### **School Board Members**

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Rene Flowers, Vice Chairperson

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301 Fourth St SW, Largo, FL 33770

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(727) 588-6000

*Pinellas County Schools is an equal opportunity institution for education and employment. It is the policy of the School Board of Pinellas County that each student regardless of race, color, creed or religion, sex, marital status, national origin, age, disability, or sexual orientation has the right to an opportunity for an education*

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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 Parents and Scholars

The aim of Largo High School is to promote highest achievement for all scholars 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 are confident every child can have a successful high school experience and receive the skills needed to transition into post-secondary opportunities.

It is more important than ever for scholars to plan their high school program with a post-secondary goal in mind. This curriculum guide will assist you as decisions are made about your high school plans and your future after graduation. A wide range of course offerings are available on our campus and in conjunction with St. Petersburg College (SPC), Career Academies of Seminole (CAS), and Pinellas Technical College (PTC). We will also have academy options to choose from to earn industry certifications and as a pathway to post-secondary.

We also have two magnet programs on our campus: International Baccalaureate (IB) and Exploring Careers and Education in Leadership (ExCEL). These programs are college preparatory that emphasize academic rigor, the development of leadership and communication skills as well as career exploration opportunities.

Our instructors and counselors will assist you in understanding the graduation requirements, reviewing and selecting courses and developing a realistic educational plan with your post-secondary goal in mind. As a scholar or 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 will best meet your individual needs.

We welcome your involvement with your child's education. Your positive attitude about school as well as your interest, encouragement, and support will insure your scholar's success in high school. The ultimate responsibility for success depends on the scholar and meeting their educational goal. By taking advantage of these opportunities provided at Largo High School will help build a strong foundation for your future and prepare you to be a "Learner and Leader".

Sincerely,

Brad W. Finkbiner, Ed.D.  
Principal, Largo High School

## **Largo High School at a Glance:**

**Principal:** Bradley Finkbiner, Ed.D.

**Assistant Principals:**

Alec Liem

Jonathan Marina

Linda Ray

Joshua Wolfenden

**School Hours:** 7:05 a.m. to 1:35 p.m.

**Mascot:** Packers

**School Colors:** blue and gold

**Student Population:** 1669

**Teachers on Staff:** 95

**Established:** 1914

**Accreditation:** Southern Association of Colleges & Schools

**Campus:** New state-of-the-art campus opened August 2016

**Largo High School students may achieve industry certification following specific elective strands.**

**At Largo High School:**

- ▶ Academy of Business, Finance, Insurance & Technology
- ▶ Academy of Creative Arts & Communication
- ▶ Academy of Health & Human Sciences
- ▶ Academy of Industrial Engineering
- ▶ Accounting certification
- ▶ Architectural Drafting certification
- ▶ Automotive Tech certification
- ▶ Child Care national certification
- ▶ Digital Design certification
- ▶ Food service certification
- ▶ Mechanical Drafting certification
- ▶ Microsoft Office certification
- ▶ Newspaper certification
- ▶ Welding certification
- ▶ Yearbook certification

**At Career Academies of Seminole (CAS):**

- ▶ Building Construction Technology
- ▶ Commercial & Digital Art
- ▶ Electricity
- ▶ Gaming & Programming
- ▶ Nursing
- ▶ Solar Engineering
- ▶ Veterinary Assisting

# GRADUATION REQUIREMENTS

Scholars entering Grade 9 in the 2017-18 School Year

Scholars entering Grade 9 in the 2016-2017 School Year:

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

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

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

<p><b>4 Credits English Language Arts (ELA)</b></p> <ul style="list-style-type: none"> <li>• ELA I, II, III, IV</li> <li>• ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
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<p><b>8 Elective Credits</b></p> <p><b>1 Online Course</b></p> <p>Students must earn a 2.0 grade point average on a 4.0 scale.</p>

Scholars entering Grade 9 in the 2015-16 School Year:

Scholars entering Grade 9 in the 2014-2015 School Year:

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

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

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

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>• ELA I, II, III, IV</li> <li>• ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
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To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

\*\*Students wishing to enter a state-supported university as a freshman must satisfy a level 2 proficiency of a foreign language.

**Retention Policy**

- Grade 9: less than 6 credits earned
- Grade 10: less than 12 credits earned
- Grade 11: less than 17 credits earned
  - Or less than 3 credits in Language Arts or math
  - Or less than 2 credits in Science or Social studies

Students can be promoted once the correct number of credits has been earned. Numerous opportunities for credit recovery are available throughout the year. Contact your guidance counselor for more information.

## **Eighteen Credit Option (ACCEL Options)**

Students will meet Florida's high school standard diploma course requirements without the required physical education (HOPE) and the online course requirement. This option also requires the student to take only three credits in electives, and have a cumulative GPA of 2.0 on a 4.0 scale.

## **Ninth Grade Requirement**

Students who are entering 9th grade with a Level 1 score for the FSA Reading or Math and with a G.P.A of less than a 2.0 enrolled will be assigned to the Freshman Success Academy and enrolled in the following courses as determined by need:

### **Personal, Career, and School Development Skills 1 (#0500500)**

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

knowledge of self and others  
peer pressure  
time management  
leadership skills  
career planning

development of positive attitudes  
individual responsibility  
decision making  
life management skills

family relationships  
goal setting  
problem solving  
employability skills

## **Grading Scale**

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

A = 4 grade points (90-100) (outstanding progress)

B = 3 grade points (80-89) (above average progress)

C = 2 grade points (70-79) (average progress)

D = 1 grade point (60-69) (lowest acceptable progress)

F = 0 grade points (0-59) (failure)

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

## **Calculating Final Grades**

The final semester grade is determined by averaging each nine week period by 37.5% and the exam grade of 25%.

$T1 (37.5\%) + T2 (37.5\%) + Exam (25\%) = Semester Grade$



## **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, valedictorian, salutatorian, and the National Honor Society:

All Classes starting HS in 14-15 or afterwards

DE/AP	5	4	3	1	0	0
Honors (Q)		4.5	3.5	2.5	1	0
Regular	4	3	2	1	0	0

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

## **Honors Status**

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

Summa cum laude- GPA greater than 4.0

Magna cum laude -GPA greater than 3.8 but less than or equal to 4.0

Cum laude - GPA greater than or equal to 3.5 but less than or equal to 3.8

With Distinction -GPA greater than or equal to 3.25 but less than 3.5

## **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.

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 is you are having computer issues.

## **Other requirements and options**

Students wishing to enter a state university as a freshman must satisfy a level 2 proficiency of a foreign language, with all 4 math credits, one of which must include Algebra 2.

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.

## 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 **April 14, 2017**.

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***

## EARLY COLLEGE and EARLY ADMISSIONS PROGRAMS

The Early College and Early Admissions Program is a partnership between St. Petersburg College (SPC) and Pinellas County School (PCS) that offers new and innovative options for high school students. Students entering grades 11 and 12 in PCS, 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 all extracurricular activities) and in classes at SPC. For additional information, see the website [www.spcollege.edu/central/earlycollege](http://www.spcollege.edu/central/earlycollege).

## FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

This program offers The Florida Academic, the Florida Medallion, and the Gold Seal scholarships. Refer to the web site below for related criteria [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org)

Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

Bright Futures Initial Eligibility (Columns A-D) and Scholarship Award Information (Columns E-I) by High School Graduation Year								
FAS = Florida Academic Scholars				FMS = Florida Medallion Scholars		GSV = Gold Seal Vocational Scholars GSC = Gold Seal CAPE Scholars		
A	B	C	D	E	F	G	H	I
Initial Eligibility				Scholarship Award Information				
Student's High School Graduation Year <sup>1</sup>	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award <sup>2</sup>	Service Hour Requirements	Number of FAS/FMS Hours of Funding Available <sup>3,4</sup>	Number of GSV/GSC Hours of Funding Available <sup>5</sup>	Number of Years to Reinstatement of Initial Award <sup>6</sup>	Number of Years of Funding Available <sup>7</sup>	Restoration Opportunity
2016-2017	1290 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV / GSC = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2015-2016 thru 2013-2014	1290 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2012-2013	1280 SAT / 28 ACT	1020 SAT / 22 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2011-2012	1270 SAT / 28 ACT	980 SAT / 21 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2010-2011	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2009-2010	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 2 years of high school graduation	Up to 2 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only

**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.

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

In addition to providing this test free of charge to all 9<sup>th</sup> and 10<sup>th</sup> grade students, we strongly encourage 11<sup>th</sup> grade students to pay the small fee to take the PSAT. This is the final opportunity to take the PSAT and it is the only year that the PSAT results are considered to qualify a student to be recognized as a National Merit Scholar, Hispanic Scholar, or Achievement Scholar. These three recognitions all award significant scholarships for eligible students who meet the criteria and complete the requirements. For more information, contact the PCS Advanced Studies office at (727) 588-6466.

## **COLLEGE CREDIT COURSES – Largo High School Campus**

### **Advanced Placement (AP) College Courses**

Advanced Placement classes provide students an opportunity to take classes for both high school and college credit. In order to receive college credit at state universities, a score of 3 or higher (on a scale of 1-5) on a test is required. Largo High School requires students to take first semester exams in all AP classes. The resulting grade will be factored into the first three grading periods for the final semester grade. **Students are required to take the Advanced Placement Exam in May.**

### **AP Capstone Diploma Program**

AP Capstone is an innovative new diploma program that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. AP Capstone is built on the foundation of a new, two-year high school course sequence — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. [www.collegeboard.org/ap-capstone](http://www.collegeboard.org/ap-capstone)

**AP American (US) History:** Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship.

**AP Art 2D:** Students learn to address a broad interpretation of two-dimensional design issues through digital or drawing media.

**AP Art 3D:** Students learn to address a broad interpretation of sculptural issues in three-dimensional design.

**AP Biology:** Designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

**AP Calculus AB:** Most of the year must be devoted to topics in differential and integral calculus. Students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions.

**AP Calculus BC:** Designed as a follow-up course for students who demonstrate proficiency in AP Calculus AB to further develop their skills in preparation for advance college coursework in mathematics.

**AP Chemistry:** The structure of matter, states of matter, chemical reactions and descriptive chemistry are topics covered by this course. A laboratory component will stress science process and skills.

**AP Computer Science Principles:** Students learn to design and implement computer programs to solve problems relevant to today's society.

**AP English Language:** This composition course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context.

**AP English Literature:** Designed to engage students in the careful reading and critical analysis of imaginative literature. Students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

**AP Environmental Science:** This course is designed for students to understand the interrelationships of the natural world and to analyze and identify environmental problems both natural and human-made.

**AP European History:** 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.

**AP Human Geography:** Economic theories and models, international conflicts, border disputes, world religions, the origin of languages, urban development, industrialization and city planning are among issues explored in this course.

**AP Music Theory:** Students learn to recognize and understand the total rhythmic nature of any music that is heard or read in the score. Content will include the development of music theory skills, composition, and harmonization.

**AP Psychology:** Introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students also learn about the ethics and methods psychologists use in their science and practice.

**AP Capstone Research:** Continues the independent research of AP Seminar as students write and defend a comprehensive research project. This course is a requirement for the AP Capstone Diploma.

**AP Capstone Seminar:** Students explore real-world issues and consider multiple points of view. This course prepares students for AP Research and is a requirement for the AP Capstone Diploma.

**AP Spanish Language:** The course emphasizes the use of language for active communication and helps students develop the ability to understand spoken Spanish in various contexts.

**AP Statistics:** Introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data

**AP World History:** The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

## **DUAL ENROLLMENT COURSES (Largo High School Campus)**

### **SLS 1101 THE COLLEGE EXPERIENCE (3 credits)**

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.



## Exploring Careers & Education in Leadership (ExCEL)

**Joshua Wolfenden**, Assistant Principal & ExCEL Coordinator ... wolfendenj@pcsb.org  
**Samantha Fitzjarrald**, ExCEL Guidance Counselor..... fitzjarralds@pcsb.org  
**Debbie Howard**, ExCEL Secretary ..... howardd@pcsb.org

Magnet Web Page..... www.excel.pcsb.org  
 Magnet Office Telephone ..... 727-588-4622  
 Magnet Office Fax ..... 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)
- Good citizenship

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 high school success, 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.

### **AVID Elective**

AVID Secondary starts with an elective class for one period a day, where students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. The AVID curriculum, based on rigorous standards, was developed by middle and high school teachers in collaboration with college professors. It is based on best teaching practices in writing, inquiry, collaboration, organization, and reading, and it is supported by state and national content standards. AVID curriculum is used in the AVID Elective and content-area classes in AVID schools to guide teachers and students, while planning strategies for success, by focusing on time management and study skills. (www.avid.org)

AVID has an expectation of increasing rigorous curriculum:

- 9th grade at least 1 honors course
- 10th grade at least 2 honors courses
- 11th grade at least 1 Advanced Placement course and 1 honor course

Freshman must maintain a minimum of a 2.0 GPA; sophomores a minimum of a 2.3 GPA and juniors and seniors a minimum of a 2.5 GPA at the end of each school year.

Students in the ExCEL program take their core academic classes (math, science, English, and social studies) with ExCEL magnet teachers.

## ExCEL Course Progression

<p style="text-align: center;"><b>Classic Progression</b></p> <p>scholar entering 9th grade without English I Honors credit</p>	<p style="text-align: center;"><b>Accelerated Progression</b></p> <p>scholar entering 9th grade with English I Honors credit</p>
<p><b>Freshman Year - 9th Grade</b></p> <ol style="list-style-type: none"> <li>1. English I or English I Honors (full year)</li> <li>2. Physics I or Physics I Honors (full year)</li> <li>3. Algebra I, Geometry Honors or Algebra II Honors (full year)</li> <li>4. AP Human Geography (full year) or Global Studies (semester) with US Government or US Government Honors (semester)</li> <li>5. AVID I (&amp; Peer Counseling)</li> </ol>	<p><b>Freshman Year - 9th Grade</b></p> <ol style="list-style-type: none"> <li>1. English II Honors (full year)</li> <li>2. Physics I or Physics I Honors (full year)</li> <li>3. Algebra I, Geometry Honors or Algebra II Honors (full year)</li> <li>4. AP Human Geography (full year)</li> <li>5. AVID I (&amp; Peer Counseling)</li> </ol>
<p><b>Sophomore Year - 10th Grade</b></p> <ol style="list-style-type: none"> <li>1. English II or English II Honors (full year)</li> <li>2. Chemistry I or Chemistry I Honors (full year)</li> <li>3. Geometry Honors, Algebra II, Algebra II Honors or Pre-Calculus (full year)</li> <li>4. World History, World History Honors or AP World History (full year)</li> <li>5. AVID II (&amp; Leadership Skills Development)</li> </ol>	<p><b>Sophomore Year - 10th Grade</b></p> <ol style="list-style-type: none"> <li>1. English III Honors or AP English Language (full year)</li> <li>2. Chemistry I or Chemistry I Honors (full year)</li> <li>3. Geometry Honors, Algebra II, Algebra II Honors or Pre-Calculus (full year)</li> <li>4. World History Honors or AP World History (full year)</li> <li>5. AVID II (&amp; Leadership Skills Development)</li> </ol>
<p><b>Junior Year - 11th Grade</b></p> <ol style="list-style-type: none"> <li>1. English III, English III Honors or AP English Language (full year) *</li> <li>2. Biology I Honors (full year)</li> <li>3. Algebra II, Algebra II Honors, Pre-Calculus, AP Calculus or AP Statistics (full year)</li> <li>4. US History, US History Honors or AP US History (full year)</li> <li>5. AVID III (&amp; Career Research &amp; Decision Making Skills)</li> </ol>	<p><b>Junior Year - 11th Grade</b></p> <ol style="list-style-type: none"> <li>1. English IV: Florida College Prep, English IV Honors, or AP English Literature (full year)</li> <li>2. Biology I Honors (full year)</li> <li>3. Algebra II, Algebra II Honors, Pre-Calculus, AP Calculus or AP Statistics (full year)</li> <li>4. US History, US History Honors or AP US History (full year)</li> <li>5. AVID III (&amp; Career Research &amp; Decision Making Skills)</li> </ol>
<p><b>Senior Year - 12th Grade</b></p> <ol style="list-style-type: none"> <li>1. English IV: Florida College Prep, English IV Honors, or AP English Literature (full year)</li> <li>2. Algebra II, Algebra II Honors, Pre-Calculus, AP Calculus, AP Statistics or Math for College Readiness (full year)</li> <li>3. Economics or Economics Honors (semester) and US Government or US Government Honors (semester)</li> <li>4. AVID IV (&amp; Leadership Techniques) or AP Capstone</li> </ol>	<p><b>Senior Year - 12th Grade</b></p> <ol style="list-style-type: none"> <li>1. AP English Literature or Dual Enrollment English at LHS or SPC (full year)</li> <li>2. Algebra II, Algebra II Honors, Pre-Calculus, AP Calculus, AP Statistics or Math for College Readiness (full year)</li> <li>3. Economics or Economics Honors (semester) and US Government or US Government Honors (semester)</li> <li>4. AVID IV (&amp; Leadership Techniques) or AP Capstone</li> </ol>

AVID Elective Courses are required for all ExCEL students.

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

### **AVID I**

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

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

### **AVID II**

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

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

### **AVID III**

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

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

### **AVID IV**

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

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

### **Advanced Placement: Capstone Seminar Q**

<b>Course #</b>	1700500
<b>Grade Level</b>	11 - 12
<b>Length</b>	1 Year
<b>Prerequisite</b>	None
<b>Credit</b>	1

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

### **Advanced Placement: Capstone Research Q**

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

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

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.





# International Baccalaureate (IB)

IB Office staff & contact information:

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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.

## ADMISSIONS CRITERIA

### Target Group 1:

- Pre-requisite courses: Algebra I Honors (or Algebra I credit through the Credit Acceleration Program (CAP))
- Students must achieve a combination of 1 qualifying reading score and 1 qualifying math score based on the following options:

**Math:** 347 on FSA Math Gr. 6; 352 on FSA Math Gr. 7, Stanine of 8 or 9 on a nationally normed standardized assessment taken within the last two years

**Reading:** 352 on FSA ELA Gr. 6, 352 on FSA ELA Gr. 7, Stanine of 8 or 9 on a nationally normed standardized assessment taken within the last two years

- 6th & 7th grade Final Academic Grades (math, science, social studies, English, world language) A's & B's
- 8th grade Semester Academic Grades (math, science, social studies, English, world language) A's & B's

### ***STUDENT MUST PASS THE ALGEBRA 1 EOC TO BE ADMITTED INTO THE PROGRAM***

### Target Group 2:

- Students who do not meet the above testing or academic grades criteria may be placed in this group. At least 10% of the incoming 9th grade class will be selected from Target Group 2.

### **Admission criteria for grade 10:**

Students making application for grade 10 must meet the following eligibility criteria:

- Meet all grade 8 eligibility criteria (See Target Group 1)
  - Algebra II Honors
  - Foreign Language year II or above
  - Science, preferably Biology, at the honors level
- (Successful completion of the prerequisite courses must be by the last day of the regular ninth grade school year.)
- Academic grades of B or above.
  - Seventh and eighth grade Stanines for Math and Reading of 8 or 9

Courses are grouped in six areas

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Language A (Native language)</li> <li>• Language B</li> <li>• Individuals and Societies- i.e. History, Geography, Economics, Psychology</li> </ul> | <ul style="list-style-type: none"> <li>• Experimental Sciences - Biology, Chemistry, Physics</li> <li>• Mathematics and Computer Science</li> <li>• Arts</li> </ul> |
|---|---|

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**

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

Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Language A</b>	1001800 Pre-IB English 1	1001810 Pre-IB English 2	1001420 AP Language & Composition (SPHS) 1001430 AP Literature & Composition (PHUHS) 1001820 IB English Literature 3 (LHS)	1001830 IB English Literature 4
<b>Language B (Spanish)</b>	0708810 Pre-IB Spanish 2	0708820 Pre-IB Spanish 3	0708830 IB Spanish 4	0708840 IB Spanish 5 (SL) 0708865 IB Spanish 6 (HL)
<b>Language B (French)</b>	0701810 Pre-IB French 2	0701820 Pre-IB French 3	0701830 IB French 4	0701840 IB French 5 (SL) 0701865 IB French 6 (HL)
<b>History</b>	2100320 US History Honors	2109810 Pre-IB World History (2100320 US History Honors-SPHS only for 2014.15)	2100800 IB History of the Americas	2109800 IB Contemporary History 1 (SL) 2109805 IB Contemporary History 2 (HL)
<b>Science (Biology)</b>	2000800 Pre-IB Biology 1		2000805 IB Biology 1	2000810 IB Biology 2 (SL) 2000820 IB Biology 3 (HL)
<b>Science (Chemistry)</b>		2003800 Pre-IB Chemistry 1	2003805 IB Chemistry 1 (not used) 2003370 AP Chemistry	2003810 IB Chemistry 2 (SL) 2003820 IB Chemistry 3 (HL)
<b>Elective Science (Physics)</b>	2003855 IB MYP Physics 1 (9 <sup>th</sup> OR 10 <sup>th</sup> Grade not used unless not AP authorized) 2003421 AP Physics 1		2003840 IB Physics 1 (not used unless AP not authorized) 2003422 AP Physics 2	2003845 IB Physics 2 (SL) 2003845 IB Physics 3 (HL)
<b>Mathematics</b>	1200395 IB MYP Algebra 2	1206810 IB MYP Geometry & 1211300 Trig Honors	1209800 IB Math Studies SL	1210310 IB Stats & Introductory Diff Calculus (Math Studies SL)
		1202340 Pre-Calculus Honors	1202375 IB Pre-Calculus (not used) 1202310 AP Calculus AB	1202810 IB Calculus/Descriptive Statistics (SL)
		1201315 Analysis of Functions Honors & 1211300 Trig Honors	1202320 AP Calculus BC	1210323 IB Stats & Probability (PHU only) 1210324 IB Discrete Math (PHU only) 1210325 IB Sets, Relations, Groups (PHU only) 1202830 IB Advanced Calculus
<b>IB Required</b>	1700360 IB Inquiry Skills		0900800 IB Theory of Knowledge 1	0900810 IB Theory of Knowledge 2
<b>Other 6<sup>th</sup> Subject and/or Elective Options</b>			2107800 IB Psychology 1	2107810 IB Psychology 2 (SL) 2107820 IB Psychology 3 (HL)
	1300800 Pre-IB Music 1	1300810 Pre-IB Music 2	1300816 IB Music 1	1300818 IB Music 2 (SL) 1300820 IB Music 3 (HL)
	0114800 Pre-IB Art 1 - (PHU & LHS only)	0114810 Pre-IB Art 2 - (PHU & LHS only)	0114850 IB Art A-1 (PHU & LHS only)	0114860 IB Art A-2 (SL) 0114870 IB Art A-3 (HL)
			0400810 IB Theater 1 (PHU only)	0400820 IB Theater 2 (PHU only) (SL) 0440830 IB Theater 3 (PHU only) (HL)
		2106800 Pre-IB Amer. Gov't.	0200890 IB Info Tech in Global Society 1	0200900 IB Info Tech in Global Society 2 (SL) 0200910 IB Info Tech in Global Society 3 (HL)
<b>Bounce Back</b>	0500500 Pers, Car, SCH DEV	1700300 Research 1	1700310 Research 2	1700320 Research 3
<b>Coaching</b>	1700370 Crit Think St Sk Suffix (Q1, Q2, Q3, K1, K2, K3)		(no credit) all grades	

Blue indicates SL Course codes

Yellow highlight indicates HL course codes

Green highlight indicates the course codes are the same for HL and SL

Red print indicates HL/SL classes that **must** be separated

**Key:**

HL = Higher Level

SL = Standard Level

Creative, Action, Service (CAS)

**IB Diploma Curriculum Requirements**

3 HL exams      Extended Essay (4,000 words)

3 SL exams      Theory of Knowledge



## **SPECIAL COURSES OFFERED ONLY by the IB Programme**

\* An asterisk by the course title indicates that the course meets the Fine Arts graduation requirement.

**Q** This course is weighted with a full quality point.

### **Pre IB English I (IB) Q\***

**Course #**1001800

**Grade Level** 9

**Length** 1 year

**Prerequisite** Acceptance into IB

**Credit** 1

This PIB English course marks the beginning of a serious study of literature as text: analysis of dramatic, poetic, and narrative text as it reveals character and theme and as it creates reader response. Also included are the study of logical and critical modes of composition, the use of research skills, and the study of advanced vocabulary for college-bound students.

### **Pre IB English II (IB) Q\***

**Course #**1001810

**Grade Level** 10

**Length** 1 year

**Prerequisite** Acceptance into IB

**Credit** 1

This PIB English course continues the beginning of a serious study of literature as text: analysis of dramatic, poetic, and narrative text as it reveals character and theme and as it creates reader response. Also included are the study of logical and critical modes of composition, the use of research skills, and the study of advanced vocabulary for college-bound students.

### **IB English III (IB) Q\***

**Course #**1001820

**Grade Level** 11

**Length** 1 year

**Prerequisite** PIB English II

**Credit** 1 Credits (Subsidiary Level)

This IB English course stresses literary study and includes written and oral assignments to prepare students for the IB examination. Central to the course are critical analysis and independent thinking through the study of literature as text. The major area of emphasis is narrative technique as it reveals character and theme and as it creates reader response. Also included are the areas of vocabulary, language, and composition.

### **IB English IV (IB) Q\***

**Course #**1001830

**Grade Level** 12

**Length** 1 year

**Prerequisite** PIB English III

**Credit** Credits (Higher Level)

This IB English course continues literary study and includes written and oral assignments to prepare students for the IB

examination. Central to the course are critical analysis and independent thinking through the study of literature as text. The major area of emphasis is narrative technique as it reveals character and theme and as it creates reader response. Also included are the areas of vocabulary, language, and composition.

### **IB Mathematical Studies (SL) Q \***

**Course #** IB Math Studies (112098001<sup>th</sup>)  
IB Stats & Introductory Differential Calculus (1210310 12<sup>th</sup>)

**Grade Level** 11-12th

**Length** 1 year

**Prerequisite** Algebra 2 PIB, Geometry /Trig PIB

**Credit** 1

The course is designed to provide a realistic mathematics course for students with varied backgrounds and abilities. Skills needed to cope with the mathematical demands of a technological society are developed and emphasis is placed on the application of mathematics to real-life situations. Research project will be required in this program and each individual will undertake investigations individually and as a member of a team in order to apply mathematical skills and knowledge. Topics included in this program are functions, properties and applications of variations, approximation error, algorithms, statistics, probability, sets, logic sequences, financial mathematics, and trigonometry. **Seniors are required to take mid-term exam in class**

### **IB MYP Algebra 2 Q \***

**Course #** 1200395

**Grade Level** 9

**Length** 1 year

**Prerequisite** Algebra 1 Honors and passing Algebra 1 EOC

**Credit** 1

This course studies algebraic topics in-depth with emphasis on theory and development of formulas and their applications. Topics shall include but not limited to arithmetic and geometric sequences and series; inverse relations; transforming and building functions; polynomials and rational functions and equations; exponents and radicals, exponential and logarithmic functions; probability and statistics; matrices; complex numbers, conic sections and trigonometric functions. **Students are required to take mid-term exam in this class.**

### **IB MYP Geometry (EOC Course) Q \***

<b>Course #</b>	1206810
<b>Grade Level</b>	10
<b>Length</b>	1 Semester
<b>Prerequisite</b>	Algebra 1 Honors, Algebra 2 Honors
<b>Credit</b>	1

This course gives rigorous in-depth study of geometry with emphasis on methods of proof and formal language of mathematics. Topics shall include, but not limited to, structure of geometry, separation of properties, angle concepts, triangles, quadrilaterals, proofs, perpendicularity and parallelism in a plane/space, similar polygons, circles and spheres, constructions, area and volume, coordinate geometry, and transformational geometry. **Students are required to take the EOC exam in this course. It is 30% of the course grade and achieving a level 3, 4, or 5 is required to meet the Scholar Designation requirements.**

### **Trigonometry Honors Q \***

<b>Course #</b>	1211300
<b>Grade Level</b>	10-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Full credit in Algebra 2
<b>Credit</b>	1/2

The purpose of this course is to study circular and trigonometric functions and their applications. **Trigonometry Honors can be paired with either Analysis of Functions #1201315 or Mathematical Analysis #1201300 for the 2<sup>nd</sup> semester course.**

### **IB Calculus and Descriptive Statistics (SL) Q\***

<b>Course</b>	1202810
<b>Grade Level</b>	12
<b>Length</b>	1 Year
<b>Prerequisite</b>	IB Pre-Calculus (1202375) or AP Calculus AB (1202310)
<b>Credit</b>	1

This course provides all remaining topics outlined in the IB SL Mathematics Syllabus, outside of the calculus topics studied in the junior year. These topics include, but are not limited to functions, trigonometry, vectors, complex numbers, probability and statistics. **Students are required to take the mid-term in this class.**

### **IB Mathematics (HL) Q\***

#### **IB Advanced Calculus**

<b>Course</b>	1202830
<b>Grade Level</b>	12
<b>Length</b>	1 Year
<b>Prerequisite</b>	IB/AP Calculus BC
<b>Credit</b>	1

This course provides all remaining topics outlined in the IB HL Math Syllabus outside of the calculus topics studied in the junior year. Topics include, but are not limited to, vectors,

complex numbers, mathematical induction, and probability & statistics. **Students are required to take the mid-term exam.**

### **IB/AP Calculus AB (SL) Q\***

<b>Course</b>	1202310
<b>Grade Level</b>	11th
<b>Length</b>	1 year
<b>Prerequisite</b>	Pre-Calculus and teacher recommendation
<b>Credit</b>	1

This course provides an extensive study of the general theory and techniques of calculus. The content is specified by the AP program, and includes the study of functions, graphs and limits; derivatives and integrals. Upon completion of the course, all students shall take the Advance Placement Examination. All students are required to participate in the Mathematical Investigation which is graded according to the IB markscheme. **Students are required to take the mid-term exam in this class.**

### **IB/AP Calculus BC (HL) Q\***

<b>Course</b>	1202320
<b>Grade Level</b>	11th
<b>Length</b>	1 year
<b>Prerequisite</b>	Pre-Calculus and teacher recommendation
<b>Credit</b>	1

This course provides all the topics outlined in AP Calculus AB (see above) but also includes a more in-depth look at those topics along with the study of polynomial approximations and series. AP Calculus BC is equivalent to 2 semesters of engineering college Calculus. Upon completion of the course, all students shall take the Advanced Placement Examination. All students are required to participate in the Mathematical Investigation which is graded according to the IB markscheme. **AP students are required to take the mid-term exam in this class.**

### **IB Statistics & Probability Q\***

<b>Course</b>	1210323
<b>Grade Level</b>	12
<b>Length</b>	1 Year
<b>Prerequisite</b>	
<b>Credit</b>	1

The course is the second in a two year sequence of mathematics courses that focus on developing important mathematical concepts in a comprehensive, coherent and rigorous way through a balanced approach. During this year of study, students will have 40 hours of instruction that focuses on statistics and probability, in addition to instruction in a variety of mathematical topics ranging from algebra to calculus.

### **Pre IB Biology I Q**

<b>Course #</b>	200080
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	Acceptance into IB
<b>Credit</b>	1

This course is designed as a biological survey course. Laboratory experiments and research investigations are emphasized. Students will be evaluated by performance on tests, laboratory reports, class participation, and individual research investigations. In-depth study of the following topics will be included: scientific methods, taxonomy, cytology, genetics, botany, microbiology, zoology, ecology, human anatomy and physiology. *Students are required to take the state Biology End-of-Course Exam.*

### **IB Biology I Q**

<b>Course #</b>	2000805
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	
<b>Credit</b>	1

IB Biology covers a wide range of topics in three major areas: cell biology and biochemistry, genetics and human anatomy and physiology. First unit emphasizes relationships between cell organelles and vital processes such as respiration and photosynthesis. Genetics is approached from both the cell level and the molecular level. Similarities and uniqueness of design are both noted with respect to possible origins. Laboratory experience varies from dissections to operation of electrophoresis equipment.

(a) Higher Level: The biochemical base; control of the individual organism; interactions between organisms and their environment; diversity among living things; special problems relating to man. (b) Subsidiary Level: Energy flow; the cell; Homeostasis; continuance of life; ecological and evolutionary biology.

### **IB Biology II/III Q**

<b>Course #</b>	2000810 & 2000820
<b>Grade Level</b>	12
<b>Length</b>	1 year each
<b>Prerequisite</b>	Pre IB Biology
<b>Credit</b>	1 or 2

IB Biology covers a wide range of topics in three major areas: cell biology and biochemistry, genetics and human anatomy and physiology. First unit emphasizes relationships between cell organelles and vital processes such as respiration and photosynthesis. Genetics is approached from both the cell level and the molecular level. Similarities and uniqueness of design are both noted with respect to possible origins. Laboratory experience varies from dissections to operation of electrophoresis equipment.

(a) Higher Level: The biochemical base; control of the individual organism; interactions between organisms and their environment; diversity among living things; special problems relating to man.

(b) Subsidiary Level: Energy flow; the cell; Homeostasis; continuance of life; ecological and evolutionary biology.

### **Pre IB Chemistry I Q**

<b>Course #</b>	2003800
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	Acceptance into IB
<b>Credit</b>	1

Areas of study include atomic theory and structure, periodic properties, qualitative and quantitative studies of reactions, bonding, gas laws, acid-base theory, kinetics, equilibria, and redox systems. Extensive laboratory work includes lab techniques, analysis and report writing.

### **IB Chemistry 1 Q**

<b>Course #</b>	2003805
<b>Grade Level</b>	9-12
<b>Length</b>	1 year each
<b>Prerequisite</b>	Pre IB Chemistry
<b>Credit</b>	1 or 2

Areas of study include chemical equilibrium, thermodynamics, reaction kinetics, Redox system, organic chemistry and electrochemistry.

(a) Higher Level: Atomic structure; bonding; kinetic theory of matter; kinetics; equilibria energies; periodicity; carbon chemistry; extension areas.

(b) Subsidiary Level: Atomic models; periodic system; chemical bonding; kinetic theory; energetics; kinetics; equilibrium structure and shape of molecules; properties of functional groups in molecules

### **IB Chemistry II/III Q**

<b>Course #</b>	2003810 & 2003820
<b>Grade Level</b>	9-12
<b>Length</b>	1 year each
<b>Prerequisite</b>	Pre IB Chemistry
<b>Credit</b>	1 or 2

Areas of study include chemical equilibrium, thermodynamics, reaction kinetics, Redox system, organic chemistry and electrochemistry.

(a) Higher Level: Atomic structure; bonding; kinetic theory of matter; kinetics; equilibria energies; periodicity; carbon chemistry; extension areas.

(b) Subsidiary Level: Atomic models; periodic system; chemical bonding; kinetic theory; energetics; kinetics; equilibrium structure and shape of molecules; properties of functional groups in molecules

### **IB Physics I Q**

<b>Course #</b>	2003840
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	Acceptance into IB
<b>Credit</b>	1

Areas of study continue those introduced in PIB Physics with greater depth. Plus:

(a) Higher Level: The course examines mechanics in greater depth including combinations of forces, motion in two dimensions, projectile, circular, rotary and simple harmonic motion, conservation of energy and momentum, and elastic/inelastic collisions. Problem solving and lab work are major course components.

(b) Subsidiary Level: The first semester covers topics in electricity and magnetism with appropriate lab work. The second semester comprises topics in modern physics including relativity, spectra and quantum mechanics, nuclear physics and high energy interactions. Problem solving and lab work are major course components.

### **IB Physics II and III Q**

<b>Course #</b>	2003845 & 2003850
<b>Grade Level</b>	9-12
<b>Length</b>	1 year each
<b>Prerequisite</b>	Pre IB Physics
<b>Credit</b>	1 or 2

Areas of study continue those introduced in PIB Physics with greater depth. Plus:

(a) Higher Level: The course examines mechanics in greater depth including combinations of forces, motion in two dimensions, projectile, circular, rotary and simple harmonic motion, conservation of energy and momentum, and elastic/inelastic collisions. Problem solving and lab work are major course components.

(b) Subsidiary Level: The first semester covers topics in electricity and magnetism with appropriate lab work. The second semester comprises topics in modern physics including relativity, spectra and quantum mechanics, nuclear physics and high energy interactions. Problem solving and lab work are major course components.

### **Pre IB Inquiry Skills Q**

<b>Course #</b>	17003605
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

The course is 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 11th and 12th grades. The course will focus on self-inquiry and study skills development. Students will do work in computer technology and be introduced to the contextual nature of knowledge.

### **Pre IB Art 1 Q \*\***

<b>Course #</b>	0114800
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Common Core State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### **Pre IB Art II Q \*\***

<b>Course #</b>	0114810
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	Pre IB Art I
<b>Credit</b>	1

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the interrelatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and

structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**IB Art A-1 Q \*\***

**Course #** 0114850  
**Grade Level** 11  
**Length** 1 year  
**Prerequisite** None  
**Credit** 1

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to, the following: -opportunities for students to develop aesthetic, imaginative, and creative faculties -activities that stimulate and train visual awareness, perception, and criticism of the arts of various cultures - activities that will enable students to discover, develop, and enjoy means of creative visual expression, which are suited to their temperament and capabilities in the studio and elsewhere -activities that will encourage the pursuit of quality through training, individual experiment, and persistent endeavor -activities that will exemplify and encourage a lively, inquiring, and informed attitude toward art and design in all their forms, in history and today

**IB Art 1 – A -2/Design Higher Level Q \*\***

**Course #** 0114860  
**Grade Level** 12  
**Length** 1 year  
**Prerequisite** None  
**Credit** 1

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to, the

following: -opportunities for students to develop aesthetic, imaginative, and creative faculties  
 -activities that stimulate and train visual awareness, perception, and criticism of the arts of various cultures  
 -activities that will enable students to discover, develop, and enjoy means of creative visual expression, which are suited to their temperament and capabilities in the studio and elsewhere -activities that will encourage the pursuit of quality through training, individual experiment, and persistent endeavor -activities that will exemplify and encourage a lively, inquiring, and informed attitude toward art and design in all their forms, in history and today

**IB Art 1 – A -3/Design Higher Level Q \*\***

**Course #** 0114870  
**Grade Level** 12  
**Length** 1 year  
**Prerequisite** None  
**Credit** 1

The purpose of this course is to produce personal visual statements that search for a synthesis of aesthetic values and functional requirements and to understand the complex language of visual symbols which form part of every culture. The content should include, but not be limited to, the following: -opportunities for students to develop aesthetic, imaginative, and creative faculties  
 -activities that stimulate and train visual awareness, perception, and criticism of the arts of various cultures  
 -activities that will enable students to discover, develop, and enjoy means of creative visual expression, which are suited to their temperament and capabilities, in the studio and elsewhere -activities that will encourage the pursuit of quality through training, individual experiment, and persistent endeavor -activities that will exemplify and encourage a lively, inquiring, and informed attitude toward art and design in all their forms, in history and today

**IB Theatre 1 Q \***

**Course #** 0400810  
**Grade Level** 11  
**Length** 1 Year  
**Prerequisite** Acceptance into IB  
**Credit** 1

The IB Theatre courses focus on the historical examination of theatre to understand various cultures and the art of the stage. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

### **IB Theatre 2 Q \***

<b>Course #</b>	0400820
<b>Grade Level</b>	12
<b>Length</b>	1 Year
<b>Prerequisite</b>	IB Theatre 1
<b>Credit</b>	1

The IB Theatre 2 courses focus on the historical examination of theatre to understand various cultures and the art of the stage. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Students in this course will complete the IB Theatre SL assessments.

### **IB Theatre 3 Q \***

<b>Course #</b>	0400830
<b>Grade Level</b>	12
<b>Length</b>	1 Year
<b>Prerequisite</b>	
<b>Credit</b>	

The IB Theatre 2 courses focus on the historical examination of theatre to understand various cultures and the art of the stage. Included are performance, technical skills, objective self-criticism, and the synthesis of knowledge through a research project. Students in this course will complete the IB Theatre HL assessments.

### **Pre-IB Music 1 Q \***

<b>Course #</b>	130080
<b>Grade Level</b>	9 -10
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

The purpose of this course is to introduce International Baccalaureate students to the rudiments of music and the techniques of listening, analysis, and performing through the use of the keyboard and applied instrument or voice medium. The content should include, but not be limited to the following: historical perspectives of western and nonwestern music, individual music performance skill development  
Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

### **Pre IB Music 2 Q \***

<b>Course #</b>	1300810
<b>Grade Level</b>	9-10
<b>Length</b>	1 year
<b>Prerequisite</b>	IB Music I
<b>Credit</b>	1

This purpose of this course is to develop the International Baccalaureate students' awareness of the techniques of listening, analysis, performing, and composing through the use of the keyboard and applied instrument or voice medium. The content should include, but not be limited to the following: - historical perspectives of western/non-western music-individual music performance skill development

Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

### **IB Music 1 Q \***

<b>Course #</b>	1300816
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	
<b>Credit</b>	1

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. This course is the first in a sequence of two courses.

### **IB Music 2 Q \***

<b>Course #</b>	1300818
<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	IB Music I
<b>Credit</b>	1

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. The students in this course will complete the IB Music SL assessments and are required to choose one of three options to study during this year (creating, solo performing, or group performing).

### **IB Music 3 Q \***

<b>Course #</b>	1300820
<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	IB Music I
<b>Credit</b>	1

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. This course is the second in a sequence of two courses. The students in this course will complete the IB Music HL assessments and are required to choose one of three options to study during present both creating and solo performing.



### **Pre IB French 1 Q**

<b>Course #</b>	0701800
<b>Grade Level</b>	9 - 10
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

Students will work toward proficiency in French through the building of listening, speaking, reading and writing skills. The course has an early emphasis on oral and written expression. Course work includes mastery of basic grammatical principles and acquisition of a working vocabulary in French. From the beginning of French study, the students are exposed to the geographic, ethnic, and cultural variety of the French speaking world. Students may also read poems and short stories in French, perform French skits, and study the most frequently used idioms in the French language.

### **Pre IB French 2 Q**

<b>Course #</b>	0701810
<b>Grade Level</b>	9- 10
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

Students will work toward proficiency in French through the building of listening, speaking, reading and writing skills. The course has an early emphasis on oral and written expression. Course work includes mastery of basic grammatical principles and acquisition of a working vocabulary in French. From the beginning of French study, the students are exposed to the geographic, ethnic, and cultural variety of the French speaking world. Students may also read poems and short stories in French, perform French skits, and study the most frequently used idioms in the French language.

### **Pre IB French 3 Q**

<b>Course #</b>	0701820
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	Pre IB French 2 or equivalent
<b>Credit</b>	1

This course includes necessary grammatical structures for refining already acquired skills in French. Material covered in the first year course will be reviewed, and there will be increased practice and drill of appropriate speech patterns and sounds. The student's vocabulary will be enriched, and practice in oral and written expression will be emphasized. Idiomatic usage will be highlighted to render a richer style in communication. Students who complete the first two years of PRE IB French will have completed three levels of language.

### **IB French 4 Q**

<b>Course #</b>	0701830
<b>Grade Level</b>	11
<b>Length</b>	1 year
<b>Prerequisite</b>	IB French 3 or equivalent
<b>Credit</b>	1

Students will continue to master intermediate grammar, composition, and oral work in level 4. Students will be required to read articles and literary works in French. This course will also include an introduction to advanced grammar as well as class conversations, and oral reports.

### **IB French 5 Q**

<b>Course #</b>	0701840
<b>Grade Level</b>	12
<b>Length</b>	1 year
<b>Prerequisite</b>	IB French 4 or equivalent
<b>Credit</b>	1

This course prepares students to take the IB French subsidiary or higher level examinations. Students are required to master advanced grammar topics, and learn and apply vocabulary dealing with literature and IB life and civilization topics. Oral reports, conversation and written compositions are integral parts of the course.

### **IB French 6 Q**

<b>Course #</b>	0701865
<b>Grade Level</b>	12
<b>Length</b>	1 Year
<b>Prerequisite</b>	IB French 4 or equivalent
<b>Credit</b>	1

French 6 expands the communication skills acquired by students in French 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

### **Pre IB Spanish 2 Q**

<b>Course #</b>	0708810
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

Students will work toward proficiency in Spanish through the building of listening, speaking, reading and writing skills. First year emphasis will be on the development of listening and speaking abilities. Question and answer oral exercises as well as dialogues will be part of the daily routine. Students will be guided to improvisation and free communication. Reading and writing skills will also assume a large part of the program. Students will acquire a basic knowledge of the culture of Spanish-speaking people.

### **Pre IB Spanish 3 Q**

<b>Course #</b>	0708820
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	PRE IB Spanish 2 or equivalent
<b>Credit</b>	1

Students in this course will master the grammatical structures in Spanish through listening, speaking, reading, and writing. Emphasis will be placed on increasing vocabulary and refining its use, including idioms. Students will be required to write original compositions, prepare improvised short speeches, read short stories and poetry and research the customs and culture of Spanish-speaking countries. Students who complete the first two years of PRE IB Spanish will have completed three levels of language.

#### **IB Spanish 4 Q**

**Course #** 0708830  
**Grade Level** 11  
**Length** 1 year  
**Prerequisite** PRE IB 3 or equivalent  
**Credit** 1

Students will continue to master intermediate grammar, composition, and oral work. Spanish is the primary language of communication. Students will be required to read articles and literary works in Spanish. This course will also include an introduction to advanced grammar as well as conversation and oral reports.

#### **IB Spanish 5 Q**

**Course #** 0708840  
**Grade Level** 12  
**Length** 1 year  
**Prerequisite** IB Spanish 4 or equivalent  
**Credit** 1

This course prepares students to take the IB Spanish subsidiary or higher level examinations. Students are required to speak Spanish in class, master advanced grammar topics, and learn vocabulary dealing with literature and the IB life and civilization topics. Oral reports, conversation and composition work form an integral part of the course. This course will prepare the students for the Advanced Placement examinations in Spanish language. Students will concentrate on the study of two literary works.

#### **IB SPANISH 6 Q**

**Course #** 0708865  
**Grade Level** 12  
**Length** 1 Year  
**Prerequisite** IB Spanish 4 or equivalent  
**Credit** 1

Spanish 6 expands the communication skills acquired by students in Spanish 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

# **Course Offerings & Descriptions**

# FINE ART COURSES – Academy of Creative Arts & Communication

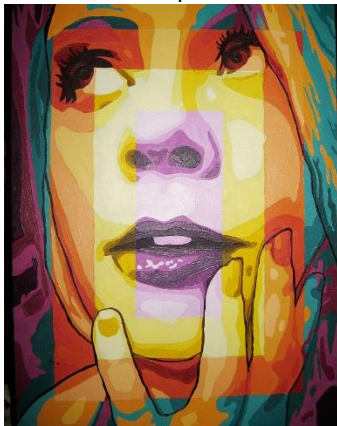
All art courses meet specific graduation requirements for fine arts and are available to students at all grade levels

## ART COURSES

### Creating Two-Dimensional Art .5 \*\*

<b>Course #</b>	0101355
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

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



### Creating Three-Dimensional Art .5 \*\*

<b>Course #</b>	0101365
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

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

### Two-Dimensional Studio Art 1\*\*

<b>Course #</b>	0101300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### Two-Dimensional Studio Art 2 \*

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

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

### **Three-Dimensional Studio Art 1\*\***

<b>Course #</b>	0101330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.



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

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

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or

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

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

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

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



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

**Course #** 0108380  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** Digital Art Imaging 1  
**Credit** 1

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



### **Creative Photography I \*\***

**Course #** 0108310  
**Grade Level** 9-12  
**Length** 1 Year  
**Prerequisite** Creating Two-Dimensional Art,  
Creating Three-Dimensional Art,  
Two-Dimensional Studio Art 1,  
OR Three-Dimensional Studio Art 1  
**Credit** 1

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography.

Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **Creative Photography II \*\***

**Course #** 0108320  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** Creative Photography I  
**Credit** 1

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

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

**Course #** 0109320  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** 2 Years of Visual Art  
**Credit** 1

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that

are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. Students must submit a minimum of 2 works to Countywide Exhibitions that are adjudicated such as Scholastic Art Awards, Word and Image, Student Surreal, 3+ Dimensions and St. Petersburg College High Schools Exhibition



**Portfolio Development: Three-Dimensional Honors Q \*\***

**Course #** 0109330  
**Grade Level** 12  
**Length** 1 year  
**Prerequisite** 2 Years of Art  
**Credit** 1

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision

and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. Students must submit a minimum of 2 works to Countywide Exhibitions that are adjudicated such as Scholastic Art Awards, Word and Image, Student Surreal, 3+ Dimensions and St. Petersburg College High Schools Exhibition

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

**Course #** 0109350  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** 2 years of art  
**Credit** 1

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

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

**Course #** 0109360  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** 2 years of art  
**Credit** 1

This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. It is for the advanced student who wishes to seek AP Credit through submitting a Portfolio of work for consideration by the College Board. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

**CAS (Page 11-13) – Commercial and Digital Arts**

## DRAMA COURSES

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

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

### Theatre 1 \*

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

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

### Theatre 2 \*

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

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

### Theatre 3 Honors Q\*

<b>Course #</b>	0400330
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Theatre 2
<b>Credit</b>	1

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work

representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.



### Theatre 4 Honors Q\*

<b>Course #</b>	0400340
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Theatre 3
<b>Credit</b>	1

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

### Technical Theatre Design and Production 1\*

<b>Course #</b>	0400410
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking



production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

### **Technical Theatre Design and Production 2 \***

**Course #** 0400420  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** Technical Theatre: Design and Production 1  
**Credit** 1

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.



### **Technical Theatre Design and Production 3 \***

**Course #** 0400430  
**Grade Level** 11-12  
**Length** 1 year  
**Prerequisite** Technical Theatre: Design and Production 2  
**Credit** 1

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

### **Technical Theatre Design and Production 4 Honors O\***

**Course #** 0400440  
**Grade Level** 11-12  
**Length** 1 year  
**Prerequisite** Technical Theatre: Design and Production 3  
**Credit** 1

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

# MUSIC/ DANCE COURSES

## BAND, MARCHING BAND, COLOR GUARD RELATED COURSES

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

### COLOR GUARD

#### Eurythmics 1 A/B \*

<b>Course #</b>	13053000
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

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



#### Eurythmics 2 \*

<b>Course #</b>	1305310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Eurythmics I
<b>Credit</b>	1

This course will enable students to apply the basic performance techniques in movement sequences set to music. Students will display knowledge of basic rhythms, meter, tempo and form.

#### Eurythmics 3 \*

<b>Course #</b>	1305320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Eurythmics II
<b>Credit</b>	1

This course will provide students with the opportunity to choreograph and perform solo movement sequences set to music in a given style. Students will display knowledge of terminology related to music and movement.

**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.

### BAND

#### Band 1 - BLUE \*

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

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

#### Band 2 – BLUE \*

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

This course is designed to extend musicianship skills and the development of technical skills through performance in instrumental ensembles. The content will include the production of characteristic tone, and the development of basic band performance techniques, musical literacy, and music appreciation.



### **Band 3 – GOLD \***

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

This course provides students with instruction in development of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium level band music, establishing appropriate tone production and performance techniques, identifying simple musical form and various styles, and formulating aesthetic awareness.

### **Band 4 – GOLD \***

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

The purpose of this course is to provide students with in-depth instruction in musicianship and technical skills through the study of varied band literature. The content will include interpreting medium/difficult level band literature, refining tone production and performance techniques, demonstrating an understanding of musical form, and evaluating musical performance as a participant and as a listener.

## **ORCHESTRA**

### **Orchestra 1 \***

<b>Course #</b>	1302360
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

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

### **Orchestra 2 \***

<b>Course #</b>	1302370
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Orchestra I*
<b>Credit</b>	1

The purpose of this course is to provide ensemble experiences on orchestral instruments and to develop skills in characteristic tone production, performance techniques, musical literacy and music appreciation.



### **Orchestra 3 \***

<b>Course #</b>	1302380
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Orchestra II*
<b>Credit</b>	1

The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content will include interpreting medium level orchestral music, establishing appropriate tone production and performance techniques, and identifying musical form and style periods.

### **Orchestra 4 \***

<b>Course #</b>	1302390
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Orchestra III*
<b>Credit</b>	1

The purpose of this course is to develop the student's independent ability to produce characteristic tone and to interpret and perform medium level musical notation at sight. The student will demonstrate the knowledge of musical form and varied style periods, and evaluate musical performances as a participant and a listener.

**Instrumental Ensemble 1 \***

<b>Course #</b>	1302460
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Previous instrumental experience
<b>Credit</b>	1

The purpose of this course is to provide students with opportunities for performance in specific instrumentations through the study of appropriate literature. This course will include instruction in the development of ensemble concepts in balance, blend and stylistic interpretation of varied music literature.

**Instrumental Ensemble 2 \***

<b>Course #</b>	1302470
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Instrumental Ens. I*
<b>Credit</b>	1

This course will provide students with extended opportunities for demonstration and refinement of musical independence necessary for ensemble performance. The student will demonstrate musical sensitivity of performance techniques such as balance, intonation and blend appropriate to the ensemble.

## CHORUS RELATED COURSES

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

### Chorus 1 \*

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

The purpose of this course is to develop basic vocal techniques and musicianship skills through the study of varied choral literature. The content will include fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation.

### Chorus 2 \*

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

The purpose of this course is to extend the development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening. This course will include the study of a variety of choral literature.

### Chorus 3 \*

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

This course provides students with instruction in the development of vocal musicianship and technical skills. An emphasis will be placed on producing an appropriate vocal tone, interpreting musical notation, and formulating aesthetic values.

### Chorus 4 \*

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

This course provides students with instruction in the application of vocal musicianship and technical skills. An emphasis will be placed on the refinement of tone production

and performance techniques, analysis of musical form, and aesthetic perceptions.

### Chorus 5 Honors Q \*

<b>Course #</b>	1303340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Chorus IV*
<b>Credit</b>	1

This course enables students to develop independence in musicianship and performance techniques while performing various styles of choral literature. The student will demonstrate ability to interpret and perform difficult musical notation at sight and formulate critical evaluations about musical performance as a participant and listener. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.



### Vocal Ensemble 1 \*

<b>Course #</b>	1303440
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Prior Vocal Experience
<b>Credit</b>	1

This course will develop vocal performance techniques in an ensemble setting with an emphasis on appropriate vocal balance, blend, stylistic interpretation and choreography. The content will include the study of a wide variety of choral ensemble literature.

### Vocal Ensemble 2 \*

<b>Course #</b>	1303450
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Vocal Ensemble I*
<b>Credit</b>	1

The purpose of this course is to apply performance techniques in Vocal Ensemble II vocal ensembles through the study of varied choral literature. The student will demonstrate musical independence necessary to perform various styles.

### Vocal Ensemble 3 \*

<b>Course #</b>	1303460
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Vocal Ensemble II*
<b>Credit</b>	1

This course will refine musical independence and creativity necessary for vocal ensemble performance. The content will include the opportunity to perform ensemble techniques such as balance, blend, tone production and stylistic interpretation through the study of appropriate choral ensemble literature.

### Vocal Ensemble 4 Honors Q \*

<b>Course #</b>	1303470
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Vocal Ensemble III*/Chorus 4
<b>Credit</b>	1

The purpose of this course is to provide opportunities for leadership and performance creativity in small vocal ensembles. The content will foster independent application of vocal balance, blend and stylistic interpretation through the study of varied appropriate choral literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

## **OTHER MUSIC CLASSES (Elective)**

### Guitar 1 \*

<b>Course #</b>	1301320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

This course is designed to offer introductory experiences on the guitar in performance skills and interpretation of simple notation. The students will develop the ability to perform simple chords and melodies using correct hand positions, play chords and melodies in selected keys and demonstrate a beginning knowledge of music reading and vocabulary.

### Guitar 2 \*

<b>Course #</b>	1301330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Guitar I*
<b>Credit</b>	1

The purpose of this course is to develop the skills introduced in Guitar I with an emphasis on independence. The content will include the study of a variety of guitar literature in solo and ensemble settings.



### Guitar 3\*

<b>Course #</b>	1301340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Guitar II*
<b>Credit</b>	1

This course will enable students to perform guitar literature in a variety of meters, styles, and keys. The student will demonstrate the knowledge of appropriate expressive characteristics, vocabulary, history, analysis, and listening skills. The content will include the development of improvisation and accompaniment skills.

### Guitar 4 Honors Q\*

<b>Course #</b>	1301350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Guitar III*
<b>Credit</b>	1

The purpose of this course is to provide students with opportunities to perform varied guitar solo and ensemble literature. The content will integrate knowledge of music history, analysis, and listening skills. Students will demonstrate and refine improvisational and accompaniment skills. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**Keyboard 1 \***

**Course #** 1301360  
**Grade Level** 9-12  
**Length** 1 year  
**Prerequisite** None  
**Credit** 1

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

**Keyboard 2 \***

**Course #** 1301370  
**Grade Level** 9-12  
**Length** 1 year  
**Prerequisite** Keyboard I \*  
**Credit** 1

This course is designed to develop the ability to perform keyboard selections by using correct fingering and hand positions. The student will demonstrate an intermediate knowledge of music reading and vocabulary, play root chords, scales, and chord progressions.

# PRACTICAL ARTS

(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.** \* = Practical Arts Courses meet the Fine Arts High School Graduation Requirement for students who entered their first year of high school in the 2007-2008 school year and subsequent years due to the statutory changes in the revised high school graduation section of the statute.

## Academy of Business, Entrepreneurship, Finance, Insurance and Technology (BE-FIT)

### Accounting Applications 1

**Course #** 8203310  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** Computing for College and Careers or Introduction to Information Technology. Course name change to "Digital Information Technology". Content has been updated. For more details visit:  
[http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT\\_2016-17.rtf](http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf).

**Credit** 1

This course provides instruction in double-entry accounting. This includes principles of recording business transactions, the preparation of various documents, and the interpretation of financial statements. The use of computers is required.

### Accounting Applications 2

**Course #** 8203320  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** Accounting Applications 1  
**Credit** 1

This course is designed to continue the study of accounting principles. The content includes voucher systems, cash receipts, petty cash, payroll records, and internal control systems. The use of computers is required.

### Accounting Applications 3 Q

**Course #** 8203330  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** Accounting Applications 2  
**Credit** 1

This course continues the study of accounting principles and applies those principles to various entities. The content includes methods for determining the cost of merchandise inventory, general ledger account analysis, and the aging process. The use of computers is required.

**Accounting Applications 4 Q** (Course is part of Accounting Operations Program--Daggered--In Teach-out.)

**Course #** 8203340  
**Grade Level** 11-12  
**Length** 1 year  
**Prerequisite** Accounting Applications 3  
**Credit** 1

This course continues the application of accounting principles to various entities. The content includes depreciation, financial statement interpretation, analysis of transactions including correcting entries, and tax forms. The use of computers is required.



### Business Software Applications 1

**Course #** 8212120  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** Computing for College and Careers or Introduction to Information Technology; Must be taken in sequence.\***Introduction to Information Technology** (8207310) Course name change to "Digital Information Technology". Content has been updated. For more details visit:  
[http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT\\_2016-17.rtf](http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf). This course was part of Digital Design (8209600).or \*Computing for College and Careers (8209020) Replaced with Digital Information Technology (8207310). This course was part of Digital Design (8209600).  
**Credit** 1

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



## **Business Software Applications 2**

**Course #** 8212160  
**Grade Level** 11-12  
**Length** 1 year  
**Prerequisite** Business Software Applications 1  
**Credit** 1

The course is designed to use technology to produce high quality employment portfolios, research job opportunities, and compile and disseminate job-seeking documents.

## **Business Supervision 1**

**Course #** 8215140  
**Grade Level** 11-12  
**Length** 1 year  
**Prerequisite** IIT or CCC;  
Business & Entrepreneurial Principles;  
Legal Aspects of Business  
**Credit** 1

This course focuses on broad, transferable skills and stresses understanding and demonstration of elements of the business supervision industry such as: planning; management; finance; technical and production skills; underlying principles of technology; labor issues; community issues; and health, safety and environmental issues.

## **Administrative Office Technology 2**

**Course #** 8212410 AOT 2  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** AOT 1  
**Credit** 1

These courses offer a broad foundation of knowledge and skills expanding the traditional role of the Administrative Assistant. The content includes the use of technology to develop communication skills, higher level thinking skills, and decision making skills; the performance of office procedure tasks, the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

## **Business & Entrepreneurial Principles Q**

**Course #** 8215120  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite** Computing for College and Careers or Introduction to Information Technology; Must be taken in sequence. **\*Introduction to Information Technology (8207310)** Course name change to "Digital Information Technology". Content has been updated. For more details visit:  
[http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT\\_2016-17.rtf](http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf). This course was part of Digital Design (8209600). **or \*Computing for College and Careers (8209020)** Replaced with Digital Information Technology (8207310). This course was part of Digital Design (8209600).

**Credit** 1  
This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.

## **Legal Aspects of Business Q**

**Course #** 8215130  
**Grade Level** 10-12  
**Length** 1 year  
**Prerequisite:** **Computing for College and Careers (8209020)** Replaced with Digital Information Technology (8207310). This course was part of Digital Design (8209600). **\*Introduction to Information Technology (8207310)** (Course name change to "Digital Information Technology". Content has been updated. For more details visit:  
[http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT\\_2016-17.rtf](http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf). This course was part of Digital Design (8209600).

**Credit** 1  
This course provides an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues and career development. The use of computers is an integral part of this program.

## **Business Cooperative Education Organization &**

### **Management**

<b>Course #</b>	8200420
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Student must be enrolled in BCE-OJT
<b>Credit</b>	1

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- On The Job Training**

### **- (BCE/OJT)**

<b>Course #</b>	8200410
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Satisfactory performance in a business education job preparatory program, approval from the BCE Coordinator, parental permission and a 2.0 cumulative GPA.

**Credit** Multiple Credits

This course is designed to provide on-the-job training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-the-job experiences are provided as a part of a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide the student an in-school job preparatory program. Supervised on-the-job training provides opportunities for selective placement based on the student's job preparatory program and the development and evaluation of occupational competencies. Job related classroom instruction MUST be provided. A student may not be enrolled in BCE without concurrent enrollment in a business technology class. The student must be paid for work performed and must be directly supervised.

# Academy of Industrial Engineering

## Automotive Maintenance and Light Repair

**Program Number:** 9504100

**Grade Level** 9 – 12

**Length** 1 – 4 Years

**Prerequisite** Courses must be taken in sequential order.

**Credit** 1 - 6

9504110 Automotive Maintenance and Light Repair 1

9504120 Automotive Maintenance and Light Repair 2

9504130 Automotive Maintenance and Light Repair 3 (2017-2018)

9504140 Automotive Maintenance and Light Repair 4 (2018-2019)

9504150 Automotive Maintenance and Light Repair 5 (2019-2020)

9504160 Automotive Maintenance and Light Repair 6 (2020-2021)

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistics career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster. The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the Automotive industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.



## Welding Technologies

**Course #** 8754510-80

**Grade Level** 9-12

**Length** 1-4 years

**Prerequisite** Must be taken in order

**Credit** 1-8

The welding program consists of six Occupation Completion Points (OCPs) which are taught in a planned sequence. It combines theoretical instruction with hands-on laboratory experiences to teach welding and cutting of metal by the oxy-acetylene and electric arc methods, as well as inert gas shielding welding (MIG and TIG). Students also learn metal layout and fabrication techniques, using special hand tools and machines. \*After completing all competencies, students may take the AWS certification test. Upon passing, the student earns a certification card from AWS.

OCP A: Welder Helper – Content includes oxyfuel gas cutting, basic shop skills, and basic shielded metal arc. Students are taught cutting, bending, drilling, punching and finishing skills as it relates to working with metals.

OCP B: Welder, Shielded Metal Arc – Students are taught how to interpret basic elements of a drawing or sketch, fabricate parts from a drawing, identify metals, and arc weld and cut.

OCP C: Welder, Gas Metal Arc – Instruction concentrates on set up and operation of gas metal arc welding. Students will be taught how to make groove and fillet welds in overhead, vertical, and horizontal positions.

OCP D: Welder, Flux Cored Arc – Content focuses on set up and operation of flux cored arc welding. Students are taught how to make groove welds, in all positions, on plain carbon steel.

OCP E: Welder, Gas Tungsten Arc (GTAW) – Students are taught how to perform external inspections and make minor repairs to GTAW equipment and accessories. Techniques for groove and fillet welds on aluminum and stainless steel, and carbon steel are also taught.

OCP F: Welder, Pipe – The content of this course includes fabricating and welding pipe joints. Students are taught how to tack and weld carbon steel pipe; repair products of ferrous and non-ferrous metals; and fabricate products from drawings and/or blueprints.

Curriculum will align with Common Core State Standards.



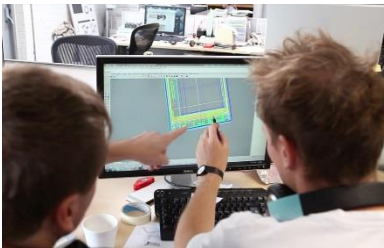
## **Technical Design 1-3**

<b>Course #</b>	Q 8401010 Technical Design 1 Q 8401020 Technical Design 2 Q 8401030 Technical Design 3
<b>Grade Level</b>	9-12
<b>Length</b>	1-3 years
<b>Prerequisite</b>	Courses must be taken in order
<b>Credit</b>	1-3

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of technical design. This program focuses on transferable skills and stresses understanding and operation of complex two and three-dimensional graphics, editing, and image analysis tools to better understand, illustrate, explain, and present technical concepts and principles. Science, math, and visual design concepts are reinforced throughout each course.

The content includes, but is not limited to, a study of the purposes, instruments, processes, and technical skills associated with technologies used in the design, creation, and deployment of technical design renderings. In addition to complex illustration tools, the content of this program includes the development of essential computer application skills (e.g., word processing, spreadsheet, presentation). The content and activities will also include the study of entrepreneurship, safety, and leadership skills.

Curriculum will align with Common Core State Standards.



## **Work-Based Experience**

<b>Course #</b>	8601800
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Q 8401030 Technical Design 3
<b>Credit</b>	1

The purpose of this course is to provide Engineering and Technology Education students with the opportunity, as Student Learners, to gain real world practical, first-hand exposure in broad occupational clusters or industry sectors through a structured, compensated or uncompensated, Work-Based experience. The Engineering and Technology Education/Work-Based Experience is designed to give the Student Learners an opportunity to apply and integrate the knowledge, skills, and abilities acquired during their School-Based Experience to actual work situations.

This course is not intended to be used as a job preparatory, specific-skill development activity such as found in youth apprenticeship programs.

To enroll in the Engineering and Technology Education Work-Based Experience program, a student must have:

1. Completed one credit of an Engineering & Technology Education program consisting of 3 credits or more.
2. Be currently enrolled in or have completed an Engineering & Technology Education program.
3. Assigned a Work-Based Experience logically related to the Engineering & Technology Education program.

This Work-Based Experience course may be taken by a student for one or more semesters. A student may earn multiple credits in this course.

Curriculum will align with Common Core State Standards.

# Academy of Health and Human Services

## Early Childhood Education Program # 8405100

<b>Course #</b>	8405110 8405120 8405130 Q*
<b>Grade Level</b>	9-12
<b>Length</b>	1-4 years
<b>Prerequisite</b>	Must be taken in sequence; may be concurrent.
<b>Credit</b>	1 credit per level

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. Developmentally appropriate practices for children will be emphasized. The state mandated 40 Clock Hour Training for child care workers will be provided. Upon successful completion of this program, students are eligible for state certifications and articulations with selected post-secondary institutions.



## Nutrition & Wellness

<b>Course #</b>	8500355
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2 credit

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



## Principles of Food

<b>Course #</b>	8500390
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Nutrition and Wellness strongly recommended
<b>Credit</b>	1/2 credit

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

## Food Science Safety & Technology

<b>Course #</b>	8500395
<b>Grade Level</b>	9-12
<b>Length</b>	1 Year
<b>Prerequisite</b>	Nutrition and Wellness strongly recommended.
<b>Credit</b>	1 credit

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

## Nutrition and Food Science

<b>Course #</b>	8801100
<b>Grade Level</b>	9-12
<b>Length</b>	1 Year
<b>Prerequisite</b>	Nutrition and Wellness strongly recommended.
<b>Credit</b>	1 credit

This course is designed for students to understand Nutrition and Food Science concepts, including biological and chemical makeup of food, safety and sanitary handling of food, preparation of food using various catalysts, and the identification of the structures and functions of nutrients.

# Academy of Media and Communications

## Television Production \*

**Course #** 8772110 & 8772120

Television Production Q 8772130

Television Production Q 8772140

Television Production Q\* 8772150

Television Production Q\* 8772160

Television Production Q\* 8772170

Television Production Q\* 8772180

Television Production Q\* 8772190

Television Production Q\* 8772191

Television Production Q\* 8772192

PTEC Course # St Pete I100104

**Grade Level** 9-12

**Length** 1-4 years

**Prerequisite** None (must be taken in order)

**Credit** 1-11

The purpose of this program is to prepare students for initial employment as television production operators, television broadcast technicians, camera operators, all other professional/paraprofessional technicians, video recording engineers, audio recording engineers, or to provide a foundation for college degree path opportunities in the Television Production industry. The content will include communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of television studio activities including: scripts, lighting, taping and directing, electronic news gathering, and field production. This program focuses on broad transferable skills and stresses, understanding and demonstration of the following elements of the Television Production industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Laboratory activities are an integral part of this course and provide instruction in camera principles, audio and video control, lighting methods, control room, operation, and set preparation.

Curriculum will align with Common Core State Standards.

## Journalism I (Newspaper or Yearbook) \*\*

**Course #** 1006300

**Grade Level** 9-12

**Length** 1 semester or year

**Prerequisite** None

**Credit** 1

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

## Journalism II (Newspaper or Yearbook)

**Course #** 1006310

**Grade Level** 9-12

**Length** 1 semester or year

**Prerequisite** Journalism I

**Credit** 1

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

## Journalism III (Newspaper, Yearbook or Literary Magazine)

**Course #** 1006320

**Grade Level** 10-12

**Length** 1 semester or year

**Prerequisite** Journalism II

**Credit** 1

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

## Journalism IV (Newspaper, Yearbook or Literary Magazine)

**Course #** 1006330

**Grade Level** 10-12

**Length** 1 semester or year

**Prerequisite** Journalism III

**Credit** 1

The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts.

## Journalism V Q (Newspaper, Yearbook or Literary Magazine)

**Course #** 1006331

**Grade Level** 10-12

**Length** 1 semester or year

**Prerequisite** Journalism IV

**Credit** 1

The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts.

## 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, intellectual emotional/behavioral, 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.



# ENGLISH / LANGUAGE ARTS COURSES

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

\*Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a more rigorous pace. Student expectations for honors level courses often require additional work outside of the classroom, beyond the traditional school day.

\* Course meets English graduation requirement.

\*\* Practical Arts Courses meet the Arts High School Graduation Requirement for students who entered their first year of high school in the 2007-2008 school year and subsequent years due to the statutory changes in the revised high school graduation section of the statute.

**OC** The Pinellas County School (PCS) virtual symbol indicates this course is available in a Pinellas County School virtual learning environment

## English I OC \*

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

English I focuses on the close reading and careful analysis of complex literary and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing.

## English I & Reading Intervention \*

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

In addition to the focus description for English I, English I Plus Reading Intervention (or English I RI) focuses on the study of literature, language, and composition. Emphasis is placed on reading skills and strategies as well as practice with informational passages. Emphasis is also placed on developing an understanding of literary genres, terms, and elements, and on using the writing process to produce various types of papers. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included. This class will serve as the reading remediation option for those students scoring below proficiency on the English Language Arts (ELA) Florida Standards Assessment (FSA) and who do not need instruction in decoding or text reading efficiency. The ELA teacher must either have a reading endorsement, reading certification, or Next Generation Content Area Reading - Professional Development (NGCAR-PD) qualification.



## English I Honors OC Q \*

<b>Course #</b>	1001320
<b>Grade Level</b>	9
<b>Length</b>	1 year
<b>Prerequisite</b>	M/J Language Arts 3A or M/J Language Arts 3
<b>Credit</b>	1

This course focuses on the close reading and careful analysis of complex literary and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing.

## English II OC \*

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

This course focuses on the close reading and careful analysis of complex literary and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing.

## English II & Reading Intervention \*

<b>Course #</b>	1001340R
<b>Grade Level</b>	10
<b>Length</b>	1 year
<b>Prerequisite</b>	English I (any level)
<b>Credit</b>	1

In addition to the focus description for English II, English II Plus Reading Intervention (or English II RI) focuses on the study of literature, language, and composition. Emphasis is placed on reading skills and strategies as well as practice with informational passages. Emphasis is also placed on developing an understanding of literary genres, terms, and elements, and on using the writing process to produce various types of papers. Speaking and listening skills, vocabulary skills, study



skills, and reference skills are also included. This class will serve as the reading remediation option for those students scoring below proficiency on the English Language Arts (ELA) Florida Standards Assessment (FSA) and who do not need instruction in decoding or text reading efficiency. The ELA teacher must either have a reading endorsement, reading certification, or Next Generation Content Area Reading - Professional Development (NGCAR-PD) qualification.

#### **English II Honors OC Q \***

<b>Course #</b>	1001350
<b>Grade Level</b>	9-10
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors I or English I
<b>Credit</b>	1

This course focuses on the close reading and careful analysis of complex literary and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing.

#### **English III OC \***

<b>Course #</b>	1001370
<b>Grade Level</b>	10-11
<b>Length</b>	1 year
<b>Prerequisite</b>	English II (any level)
<b>Credit</b>	1

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



#### **English III Honors OC \***

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

This course focuses on the close reading and careful analysis of complex literary (with an emphasis on American literature) and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing.

#### **English IV: Florida College Prep OC \***

<b>Course #</b>	1001405
<b>Grade Level</b>	12
<b>Length</b>	1 Year
<b>Prerequisite</b>	English III (any level)
<b>Credit</b>	1

All students who do not score “college ready” on a college placement test and score a Level 2 or Level 3 on the FCAT Reading test are required to take English IV: Florida College Prep during their 12th grade year (FSA equivalent TBA). The purpose of this course is to develop critical reading and writing skills necessary for success in college courses. Emphasis is placed on the close reading and analysis of informational selections and the compositional process. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are aligned to the FSA anchor standards of Florida's K-12 Language Arts Florida Standards (LAFS).

The content should include, but not be limited to, the following:

demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

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

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

### English Honors IV OC Q \*

<b>Course #</b>	1001410
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors III or English III
<b>Credit</b>	1

This course focuses on the close reading and careful analysis of complex literary (with an emphasis British and World literature) and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing.

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

<b>Course #</b>	1001420
<b>Grade Level</b>	11, 12 (in some cases, grade 10)
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors II
<b>Credit</b>	1

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

recommended for students with either an average English grade of at least a C or enrollment in AVID, though this is not a requirement. Students are required to take the Advanced Placement examination.

### Advanced Placement English: Literature and Composition Q \*

<b>Course #</b>	1001430
<b>Grade Level</b>	12 (in some cases, grade 11)
<b>Length</b>	1 year
<b>Prerequisite</b>	English Honors III or AP English Language and Composition
<b>Credit</b>	1

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature, and poetry and fiction. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. By the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and poetry, and include expository, analytical and argumentative essays.

*AP Literature and Composition may take the place of the English IV (or other appropriate) requirement. AP courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP courses are recommended for students with either an average English grade of at least a C or enrollment in AVID, though this is not a requirement. **Students are required to take the Advanced Placement examination.***

**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.

**Intensive Reading: Double Block**

**Course #** Grade 9: 10004101  
Grade 10: 10004103

**Grade Level** 10

**Length** 1 semester

**Prerequisite** None

**Credit** 2 credits of 10004103, 4 per year

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

**Reading for College Success**

**Course #** Grade 11: 1008350A  
Grade 12: 1008350B  
Mixed: 1008350C

**Grade Level** 12

**Length** 1 semester

**Prerequisite** None

**Credit** 1/2

The purpose of this course is to prepare students for entry-level college composition. Major topics include writing effective sentences, using patterns of paragraph development, solving common sentence problems, reading essays, and understanding basic grammar and mechanics.



## ESOL COURSES (English Speakers of Other Languages)

Course Title	Dev LA through ESOL	Dev LA through ESOL - Reading
<b>Course Number</b>	1002380	1002381
<b>Number of Credits</b>	1	1
<b>Course Type</b>	ELECTIVE	ELECTIVE
<b>Grade Level</b>	9-12	9-12
<b>Subject</b>	Intensive English Language Development	Intensive English Lang Development Rdg
<b>Course Length</b>	Year (Y)	Year (Y)
<b>Course Level</b>	2	2
<b>Class Size</b>	Yes	Yes
<b>Grad. Requirement</b>	N/A	N/A
<b>Who Should Be in this Class</b>	9-12 grade ELLs with ACCESS for ELLs 2.0 language proficiency levels (in FOCUS)::  1- Entering 2-Beginning 3-Developing	9-12 grade ELLs with ACCESS for ELLs 2.0 language proficiency levels (in FOCUS)::  1- Entering 2-Beginning 3-Developing
<b>Who Should NOT Be in this Class</b>	9-12 grade ELLs with ACCESS for ELLs 2.0 language proficiency levels:  4-Expanding 5-Bridging 6-Reaching	9-12 grade ELLs with ACCESS for ELLs 2.0 language proficiency levels:  4-Expanding 5-Bridging 6-Reaching
<b>Description and Notes</b>	<p>The purpose of this course is to provide beginning level ELLs instruction enabling them to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, <b>including content-area information</b>, in order to support students in meeting the knowledge demands of increasingly complex text. It is necessary to implement a combination of research-based programs and strategies that have been proven successful in <b>accelerating</b> the development of literacy skills in older readers.</p> <p>The following practices should be incorporated in the course:</p> <ol style="list-style-type: none"> <li>1. Scaffolding of close reading is provided but does not preempt or replace text.</li> <li>2. Systematic instruction in vocabulary is provided.</li> <li>3. Explicit instruction in applying grammatical structures and conventions is provided.</li> <li>4. Student independence is cultivated.</li> </ol>	

## DRIVER EDYCATUIB

### Driver Education - Class/Lab

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

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

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



### Driver Education - Classroom

<b>Course #</b>	1900300
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

The purpose of this course is to introduce 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. **NOTE:** This is only a classroom course with **no driving**.

## HEALTH EDUCATION

*Students entering 9th grade in 2007-2008 and after will be required to complete a new one-credit physical education course. See the HOPE course below. (NOTE: The marching band waiver will not apply to this PE requirement.)*

### HOPE OC (Health Opportunities through Physical Education)

<b>Course #</b>	3026010
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will alternate between learning principals and background information in a classroom setting and applying that knowledge during physically activity. Content to include: Understand the impact of personal health behaviors

on body systems. Develop and implement an individual nutrition and wellness plan. Demonstrate knowledge of depression, suicide prevention, and stress management skills. Apply knowledge and skills for safety, injury and disease prevention. Utilize technology to facilitate health and personal fitness. Apply effective communication skills to enhance interpersonal relationships, refusal skills and decision making to promote teamwork, sportsmanship, and cultural diversity. Demonstrate the ability to make positive decisions regarding wellness. Advocate for personal, family and/or community health and fitness promotion. Analyze the influence of culture, media, technology, and other factors on health.

## PHYSICAL EDUCATION COURSES

\* Course meets Physical Education graduation requirement except for students entering high school prior to 2007-2008.

**OC** This symbol indicates this course is available in a Pinellas County School virtual learning environment.

All Pinellas Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.

### Basketball

<b>Course #</b>	1501360
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

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



### Team Sports 1

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

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

### Team Sports 2

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

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



### Tennis 1

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

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

### Tennis 2

<b>Course #</b>	1504510
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Tennis 1
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in beginning tennis that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content should include, but not be limited to, further development of the tennis strokes, knowledge of strategies in singles and doubles play, and knowledge of the organization and administration of tennis tournaments. Skill acquisition, strategies of singles and doubles play, and the maintenance and/or improvement of personal fitness should be stressed.

### Volleyball 1

<b>Course #</b>	1504520
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

The purpose of this course is to enable students to acquire basic knowledge and skills in volleyball and to maintain or improve health-related fitness. Students will demonstrate awareness of: safety practices, rules and terminology, biomechanical and physiological principles related to exercise and training, potential benefits derived from participation in volleyball. In addition, students will demonstrate the use of skills and techniques and exhibit an improved level of skill.

### Volleyball 2

<b>Course #</b>	1505500
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Volleyball 1
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in Beginning Volleyball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content will be increasing those strategies, techniques, skills, and knowledge learned in Beginning Volleyball.

### Volleyball 3

<b>Course #</b>	1505510
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Volleyball 2
<b>Credit</b>	1/2

The purpose of this course is to allow students to continue to improve the skills developed in beginning and intermediate volleyball. The content will increase strategies in safety, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization and administration of volleyball activities, consumer issues and the benefits of participation.



### Weight Training 1

<b>Course #</b>	1505520
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

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

**Weight Training 2**

<b>Course #</b>	1501340
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Weight Training 1
<b>Credit</b>	1/2

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of basic weight training knowledge, knowledge of safety practices, expansion of weight training programs by incorporating new Intermediate Weight exercises, increasing resistance, and modifying the number of sets and repetitions, knowledge of various weight training theories, knowledge of various equipment available in the field to develop muscular strength and endurance, and knowledge of designing, implementing and evaluating a personal weight training program.

**Weight Training 3**

<b>Course #</b>	1501350
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	Weight Training 2
<b>Credit</b>	1/2

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





### **Liberal Arts Mathematics 1 \***

<b>Course #</b>	1207300
<b>Grade Level</b>	10-12
<b>Length</b>	1 year
<b>Prerequisite</b>	C or D in Algebra 1 or Algebra 1A/1B block; levels 2 or 1 on the FSA Algebra 1 EOC
<b>Credit</b>	1

The purpose of this course is to strengthen Algebra 1 skills and to explore informal geometry. State assessment skills will be reinforced if students have not passed the FSA Algebra 1 EOC.

### **Algebra 2 OC \***

<b>Course #</b>	1200330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Full credit in Geometry
<b>Credit</b>	1

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

### **Algebra 2 Honors OC Q \***

<b>Course #</b>	1200340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Full credit in Geometry
<b>Credit</b>	1

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.

### **Mathematics for College Readiness OC \***

<b>Course #</b>	1200700
<b>Length</b>	1 year
<b>Prerequisite</b>	Full credit of Geometry
<b>Credit</b>	1

The purpose of this course is to strengthen the skill levels for students who have completed Algebra 1 and Geometry.

### **Probability & Statistics with Applications Honors Q \***

<b>Course #</b>	1210300
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	One full credit in Algebra 2 or higher
<b>Credit</b>	1

The purpose of this course is to introduce the methods used in the field of applied statistics. Emphasis is given to basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions.

### **Advanced Placement: Statistics Q \***

<b>Course #</b>	1210320
<b>Grade Level</b>	11-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Full credit in Algebra 2
<b>Credit</b>	1

This is a college level course designed to explore the concept of probability and elementary statistics. To provide study in exploratory data, planning a study, anticipating patterns in advance, and statistical inference. **Note: Students are required to take the Advanced Placement examination.**

### **Financial Algebra**

<b>Course #</b>	1200387
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

This course is targeted for students who need additional instruction in content to prepare them for success in upper-level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Algebra, Geometry, Number and Quantity, and Statistics, and the Florida Standards for High School Modeling. The course also includes Financial Literacy Standards found in Social Studies.



## SCIENCE COURSES

All science classes are yearlong and earn 1 credit. All of the high school science courses include labs.

OC = The virtual symbol indicates this course is available in a virtual learning environment. All Pinellas Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.

### Earth & Space Science OC

<b>Course #</b>	2001310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

This course provides opportunities for the student to develop concepts basic to the earth, including its materials, processes, history, and environment in space. Topics such as the origin of the universe and solar system, life cycle of stars, formation of rocks, land forms, plate tectonics, glaciers, meteorology, and geologic periods are included.



### Biology I OC

<b>Course #</b>	2000310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1
<b>State Test</b>	Biology EOC Exam

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

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



### Biology Honors OC Q

<b>Course #</b>	2000320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Advanced 8th grade science with recommended grade of C or higher
<b>Credit</b>	1

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

### Advanced Placement Biology Q

<b>Course #</b>	2000340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology and Chemistry
<b>Credit</b>	1

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

### Anatomy & Physiology (EQ)

<b>Course #</b>	2000350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology 1 or 1H
<b>Credit</b>	1

This course will provide students with a general introduction to the structure and function of the components of the human body. Topics such as cells and tissues, skeletal system, muscular system, nervous system, sensory organs, immune response, and inheritance are included.

### Anatomy & Physiology Honors (EQ) Q

<b>Course #</b>	2000360
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology 1 or 1H
<b>Credit</b>	1

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

### Marine Science I

<b>Course #</b>	2002500
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

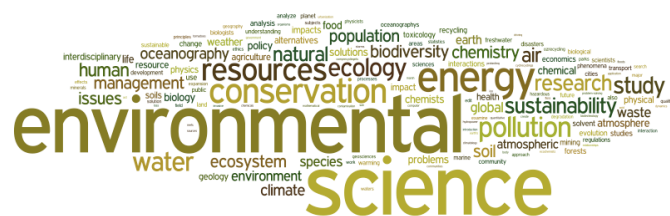
This course is designed to present an integrated overview of the principles and concepts of the geology, chemistry, physics, and biology as they relate to the world's oceans.



### Physical Science

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

This course provides students with a qualitative, investigative study of the introductory concepts of physics and chemistry. Topics include dynamics, periodic table, forms of energy, electricity and magnetism and chemical interactions.



### Environmental Science Q

<b>Course #</b>	2001380
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Biology and Chemistry
<b>Credit</b>	1

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

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

### Chemistry I OC

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

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



### Chemistry I Honors OC Q

<b>Course #</b>	2003350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Algebra 1
<b>Credit</b>	1

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

### Advanced Placement: Chemistry Q

<b>Course #</b>	2003370
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Recommended Chemistry 1 or 1H
<b>Credit</b>	1

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

### Physics I OC

<b>Course #</b>	2003380
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Algebra 1
<b>Credit</b>	1

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

### Physics I Honors OC Q

<b>Course #</b>	2003390
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Algebra 1
<b>Credit</b>	1

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

## SOCIAL STUDIES COURSES

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

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

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

Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

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

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

### United States Government OC \*

**Graduation Requirement:** American Government (AG)

<b>Course #</b>	2106310
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision making process.

### United States Government Honors OC Q \*

**Graduation Requirement:** American Government (AG)

<b>Course #</b>	2106320
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision making process.

### World History OC \*

<b>Graduation Requirement:</b>	World History (WH)
<b>Course #</b>	2109310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.



### World History Honors OC Q

<b>Graduation Requirement:</b>	World History (WH)
<b>Course #</b>	2109320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

### Advanced Placement: World History Q \*

<b>Graduation Requirement:</b>	World History (WH)
<b>Course #</b>	2109420
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

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

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

### United States History OC \*

<b>Graduation Requirement:</b>	American History (AH)
<b>Course #</b>	2100310
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.





### **United States History Honors OC Q \***

**Graduation Requirement:** American History (AH)

**Course #** 2100320  
**Grade Level** 9-12  
**Length** 1 year  
**Prerequisite** None  
**Credit** 1

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

### **Advanced Placement: United States History Q\***

**Graduation Requirement:** American History (AH)

**Course #** 2100330  
**Grade Level** 9-12  
**Length** 1 year  
**Prerequisite** None  
**Credit** 1

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

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

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

### **Economics with Financial Literacy & Economics with Financial Literacy Honors OC**

**Course #** 2102335 & 2102345  
**Grade Level** 9-12  
**Length** 1 Semester  
**Prerequisite** None  
**Credit** 1/2

The Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to,

currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

### **Psychology 1 OC**

**Course #** 2107300  
**Grade Level** 9-12  
**Length** 1 semester  
**Prerequisite** None  
**Credit** 1/2

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

### **Advanced Placement: Psychology Q**

**Course #** 2107350  
**Grade Level** 9-12  
**Length** 1 year  
**Prerequisite** Recommended: Psychology I  
**Credit** 1

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

### **Sociology OC**

**Course #** 2108300  
**Grade Level** 9-12  
**Length** 1 semester  
**Prerequisite** None  
**Credit** 1/2

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

### Global Studies

<b>Course #</b>	2104320
<b>Grade Level</b>	9-12
<b>Length</b>	1 Semester
<b>Prerequisite</b>	None
<b>Credit</b>	1/2

The Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.



### World Cultural Geography OC

<b>Course #</b>	2103300
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

### Advanced Placement: Human Geography Q

<b>Course #</b>	2103400
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

The purpose of this course is to prepare students to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and how they change over time.

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

### African-American History

<b>Course #</b>	2100340
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)

The grade 9-12 African-American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.



### **Advanced Placement: European History Q**

<b>Course #</b>	2109380
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

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

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



### **World Religions**

<b>Course #</b>	2105310
<b>Grade Level</b>	9-12
<b>Length</b>	1 semester
<b>Prerequisite</b>	None
<b>Credit</b>	Half credit (.5)

The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism . Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

# WORLD LANGUAGE COURSES

## FRENCH

### French 1 OC

<b>Course #</b>	0701320
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	None
<b>Credit</b>	1

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. Students are expected to demonstrate proficiency at the Novice-low to Novice-high level by the end of this course.

### French 2 OC

<b>Course #</b>	0701330
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	French 1 or equivalent
<b>Credit</b>	1

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. Students are expected to demonstrate proficiency at the Intermediate-low to Intermediate-mid level by the end of this course.

### French 3 Honors OC Q

<b>Course #</b>	0701340
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	French 2 or equivalent
<b>Credit</b>	1

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansion of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities that are important to the everyday life of the target language-speaking people. Students are expected to demonstrate proficiency at the Intermediate-high to Advanced-low level by the end of this course.

### French 4 Honors Q

<b>Course #</b>	0701350
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	French 3 or equivalent
<b>Credit</b>	1

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. Students are expected to demonstrate proficiency at the Advanced-low to Advanced-mid level by the end of this course.

### French 5 Honors Q

<b>Course #</b>	0701360
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	French 4 or equivalent
<b>Credit</b>	1

French 5 expands the skills acquired by students in French 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Presentational writing is enhanced through compositions using correct language structures. Students are expected to demonstrate proficiency at the Advanced-high level by the end of this course.

# SPANISH

## Spanish 1 OC

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

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. Students are expected to demonstrate proficiency at the Novice-low to Novice-high level by the end of this course.

## Spanish 2 OC

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

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. Students are expected to demonstrate proficiency at the Intermediate-low to Intermediate-mid level by the end of this course.

## Spanish 3 Honors OC Q

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

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansion of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities that are important to the everyday life of the target language-speaking people. Students are expected to demonstrate proficiency at the Intermediate-high to Advanced-low level by the end of this course.

## Spanish 4 Honors Q

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

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on communication skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. Students are expected to demonstrate proficiency at the Advanced-low to Advanced-mid level by the end of this course.

## Spanish 5 Honors Q

<b>Course #</b>	0708380
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	Spanish 4 equivalent
<b>Credit</b>	1

Spanish 5 expands the skills acquired by the students in Spanish 4. Specific content includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures. Students are expected to demonstrate proficiency at the Advanced-high level by the end of this course.

## Advanced Placement: Spanish Language Q

<b>Course #</b>	0708400
<b>Grade Level</b>	9-12
<b>Length</b>	1 year
<b>Prerequisite</b>	*Spanish 4/5/equivalent
<b>Credit</b>	1

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

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

## VOCATIONAL EDUCATION (OFF SITE Elective Options)

### Pinellas Technical College (PTC)

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

### Career Academics of Seminole (CAS)



Career Academies of Seminole offers high school students from any Pinellas County high schools the opportunity to step out of their normal high school day and into classes which offer a unique, "real world" style education. Hands-on learning combines with academic know-how to help equip students with job skill advantages right out of high school. The mission at CAS is to help prepare students for the world of work and post-secondary education through training and experiences which provide relevant job readiness skills and prepare all students for employment.

- ▶ All courses are blocked periods which run for 2 consecutive periods each day.
- ▶ Grades and credits count toward students' graduation requirements at their home school.
- ▶ All programs are eligible for the Gold Seal Scholarship.
- ▶ District bus transportation is provided.
- ▶ For more information, contact Career Academies of Seminole at 727-545-6405.

### BUILDING CONSTRUCTION TECHNOLOGY

**Grades:** 9-12  
**Credits:** 1 per semester  
**Levels:** 6

Practical arts credit: Level 6 only

Building and construction technology offers students the opportunity to explore careers in the areas of construction, entrepreneurship, and building trades. The program combines project and problem-based learning with lots of hands-on practice in our large laboratory facility and off campus helping build homes for Habitat for Humanity. Upon completion students can enter the construction industry as skilled laborers, carpentry helpers, or even as first year construction workers. A 70% mastery of all modules is required to obtain National Center for Construction Education and Research (NCCER) certifications. Students receive 10 hour OSHA training. Topics: \*Carpentry & construction basics \*Hand & power tools and safety \*Blueprints \*Plumbing \*Masonry \*Drywall



### COMMERCIAL & DIGITAL ARTS

**Grades:** 9-12  
**Credits:** 1 per semester  
**Levels:** 10

Practical arts credit: All levels

For the creative, career-oriented student who is interested in taking their existing artistic skills and learning how to use them to earn a living. Students will create artwork, portfolios and complete assignments within a working design studio environment. They'll also use industry standard software like Adobe Photoshop and Illustrator while studying the entire spectrum of digital art and graphic design. Students can also use a laser engraver, direct-to-garment clothing printer, design and assemble outdoor banners and signs, learn design basics and methodology, create packaging, logos, posters, stickers, billboards, shirts, illustrations and drawings and also perform design work for the community. Full Mac & PC lab. Topics: \*Advertising/marketing \*Illustration \*Typography \*Branding \*Adobe Illustrator, Photoshop and InDesign \*Art and Design history

### ELECTRICITY

**Grades:** 9-12  
**Credits:** 1 per semester  
**Levels:** 8

The electricity program covers everything you would want to know about the basics of electricity and basic circuit wiring. Whether you are beginning or already have some skills in this area, you can look forward to solving problems, developing a project, while engaging in hands-on learning. A 70% mastery of all modules is required to obtain National Center for

Construction Education and Research (NCCER) certifications. Students receive 10 hour OSHA training. Topics:  
\*Basic wiring \*Electrical circuits \*Entrepreneurship \*Contract wiring \*Electronic troubleshooting & repair

### **GAME AND SIMULATION PROGRAMMING**

**Grades:** 9-11  
**Credits:** 1 per semester  
**Levels:** 4-8

Prerequisite: Introduction to Information Technology or Computing for College

Turn your passion for gaming into an exciting career as a game designer, software developer, programmer, QA tester, audio engineer, user interface engineer, 3-D animator, and more! This program is project-based and focuses on production planning and design, storyboarding, visual design, integration of digital audio and video into new game productions, programming for single and multi-user environments, delivery systems, and collaboration/teamwork. Students will work together in real work situations, participate in game design competitions, and explore the gaming industry through job shadowing, mentoring and guest speakers.

Topics: \*Storyboarding \*2D/3D design \*Graphic animation \*Coding/programming \*Video & audio effects

### **NURSING NEW**

**Grades:** 9-11  
**Credits:** 1-3 per semester  
**Levels:** 9

This program is designed for students who are interested in a nursing career. Classes will include hands-on learning in a lab setting and off-campus clinical experience in health care facilities. Students successfully completing the certified nursing assistant and practical nursing program will be eligible to transition to the registered nursing (RN) program at St. Petersburg College or other four year college program. Nursing careers are in demand and there are many specialty nursing careers to consider. Certifications can be earned for CPR/First Aid, Certified Nursing Assistant and Licensed Practical Nurse. Topics: \*Basis healthcare \*Anatomy and physiology \*Nursing skills \*Clinical experience



### **SOLAR ENGINEERING NEW**

**Grades:** 9-12  
**Credits:** 1 credit per semester  
**Levels:** 3

This program will provide students the opportunity to have hands-on projects converting radiant energy to heat, actual full size solar panel projects running lights and design creations by students. Students will engage in projects. Careers include: solar photovoltaic installer, solar panel systems installer, energy manager, energy analyst, solar swimming pool systems, electrical and mechanical engineering and more.

Topics: \*Basic wiring \*Electrical circuits \*Design \*Contract wiring \*Electronic troubleshooting & repair



### **VETERINARY SCIENCES**

**Grades:** 9-12  
**Credits:** 1 per semester  
**Levels:** 6

Turn your love of animals into a rewarding career! CAS students will work with live animals in a hands-on environment. CAS veterinary assisting course will introduce students to transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. Today's veterinary specialists are extremely dedicated to protecting the health and wellbeing of animals and the value of animals in our families & society. Completion of the program will allow the student to earn the certified veterinary assistant exam through the Florida Veterinary Medical Association. Topics: \*Practice & patient management \*Health & grooming \*Animal husbandry \*Exams & surgical procedures \*Hands-on with live animals

### **VISUAL DESIGN FOR GAMING NEW**

**Grades:** 9-11  
**Credits:** 1 per semester  
**Levels:** 4

Prerequisite: Introduction to Information Technology or Computing for College

In addition to the game and simulation programming course students can focus on graphic development in the gaming industry. Students will learn about 2D and 3D art, graphics, and animation in game design. Focus is placed on the fundamentals of drawing, character models, animation, and world building. Photoshop certifications are available.

Topics: \*Drawing fundamentals \*2D/3D design \*Graphic animation \*World building \*Video & audio effects.

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Established in 1914



Largo High School  
410 Missouri Avenue  
Largo, FL 33770

*Home of the Packers*