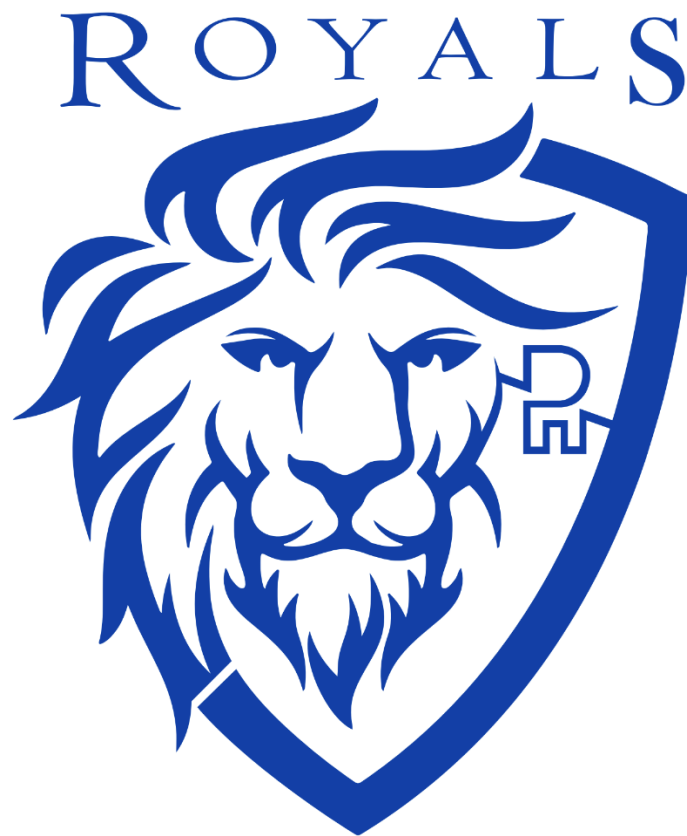


Hollins High School  
2024-2025  
Curriculum Guide



4940 62nd Street N  
St Petersburg, FL 33709  
727-547-7727

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

Welcome Students!

We are so glad you are here with us at Hollins High School, where our mission is to be the best public high school in the state of Florida; and your mission and role is to be the best student you can be by maximizing your effort in a variety of classroom and extracurricular activities. We are confident that our curriculum in and out of the classroom will afford you many opportunities to develop and grow academically and gain confidence in your abilities to successfully navigate your future. Hollins High School is a diverse community with a proud history, offering a wide variety of courses and programs available to its students. We are positive every student will find a pathway to graduation that best suits their interest and academic goals. As such, we work to graduate each student college and career ready. We strive to be the best school so you can be your best and make a positive impact on your future and our community. Hollins High School has grown and achieved much over the past several years and is poised to continue that growth and success. We look forward to working with you to achieve all your goals and build a positive and productive future together.

Please utilize this curriculum guide to investigate the options available to you, and to plan for your four years of high school. If you cannot find the answers to your questions in this curriculum guide our school counselors are always standing by ready to help. We also encourage all students and families to visit our website at [www.pcsb.org/Hollinshollins-hs](http://www.pcsb.org/Hollinshollins-hs) for the most up-to-date information. Thank you for being here with us, we are happy to have you.

Sincerely,

A handwritten signature in black ink, appearing to be the initials 'AOR' with a stylized flourish extending from the end.

**VISION:** To develop leaders for jobs and careers not yet imagined.

**MISSION:** To be the best public high school in the state of Florida.

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Pinellas County Schools developed Pathways to Graduation to provide students with a roadmap of course options to ensure that they graduate prepared for their educational and career goals after high school.

There are three Pathways: The Advanced Scholar Pathway, the College Scholar Pathway and the Technical/College Pathway.

Each Pathway provides course options that help students complete the requirements for earning a high school diploma. The Pathways also allow our graduates to distinguish themselves when they apply to colleges, universities and technical schools, or enter the workforce.

Students can choose different Pathways later or multiple Pathways at the same time. No matter which Pathway(s) students choose, they will be eligible for any or all of the diploma seals, also known as Diploma Designations: the state's Scholar and Merit designations and Pinellas County Schools Advanced Scholar designation.

Use the following link to find out more about the [Diploma Designations](#). See the [High School Education webpage](#) to learn about graduation requirements and programs. More information about graduation requirements and Diploma Designations are available on the [Florida Department of Education](#).

### **Advanced Scholar Pathway**

This Pathway includes a rigorous series of required and elective courses that best prepare students seeking admission to competitive four-year universities both in and out of state. Options include college-level courses, such as Advanced Placement courses, dual enrollment courses and courses offered in International Baccalaureate and Cambridge Advanced International Certificate of Education programs.

The Pathway aligns with the Pinellas County Schools Advanced Scholar diploma designation. Students who choose the Advanced Scholar Pathway will have the opportunity to be recognized as Advanced Placement Scholars by the district and the [College Board](#).

### **College Pathway**

This Pathway includes advanced courses that best prepare students who plan to attend universities or pursue two-year college degrees. Students in this Pathway should be taking honors-level courses and should consider taking college-level courses. This Pathway aligns with the state's Scholar diploma designation

### **Technical/College Pathway**

This Pathway prepares students to earn a degree or certification at a technical school or college. Students are encouraged to participate in career academies, earn nationally recognized industry certifications and challenge themselves in career and technical electives. This Pathway aligns with the state's Merit diploma designation

Click the hyper-link below for additional details.

[\*\*View All Pathways Course Requirements\*\*](#)

## eCounselor and Florida Shines



**Have questions about Pathways or Academic Advising in general? Try [eCounselor!](#)**

eCounselor is staffed after school Monday-Friday, 4 pm-9 pm to assist in answering your students' questions on topics like:

High School Preparation  
State Graduation Requirements  
College and Career Planning  
Financial Aid and Scholarship Questions  
Advanced Coursework Opportunities

They simply send an email to [eCounselor@pcsb.org](mailto:eCounselor@pcsb.org). We will respond to your question and provide you with an answer or forward to the appropriate staff if we are unable to assist.

**For more information, click the link that best corresponds to you:**

[Additional information for Students](#)

[Additional information for Parents](#)

## FloridaShines

Florida Shines is a website designed for Florida students to access a wealth of educational services. From the website, students are able to do the following:

- Review credits and achievements for their path toward a standard diploma.
- Ensure they meet the requirements to prepare for a career or an industry-based certification examination or admission to a state university.
- Review their progress toward meeting eligibility for [Bright Futures](#).
- And much more!

Visit [Florida Shines](#) today!

Please review the [Florida Shines GUIDEBOOK](#) to see the steps on how to view your High School Academic Progress Evaluation.

## Graduation Requirements

The state of Florida affords students multiple pathways to obtain a high school diploma. Below are the requirements for the most sought-after option which is the 24-credit diploma. Please click this link, <https://www.pcsb.org/Page/382> to be routed to the official Graduation Requirements document released by the Florida Department of Education.

## Eighteen Credit Option for Early Graduation

The 18-credit early graduation options include all the requirements listed in the 24-credit option except for: 1 credit of HOPE, 1 online course, and 3 elective credits rather than 8. Students interested in the 18-credit early graduation option should share their interest with their school counselor as soon as possible. The school counselor will work with the student to create a personalized plan with the students to graduate early.

## College and Career Ready

It is our goal to graduate each student college and career ready. We define college and career readiness as being exposed to college level work and/or earning an industry certification. At Hollins High School there are several industry certifications students can earn that would make them ready for the competitive workforce. Likewise, with an abundance of AP, AICE, and dual enrollment options, students have ample opportunities to experience college level work with the support of their teachers in high school.

## NCAA

[http://fs.ncaa.org/Docs/eligibility\\_center/Student\\_Resources/DI\\_ReqsFactSheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DI_ReqsFactSheet.pdf)

### NCAA Division I Qualifier:

**Requirements for Athletics Aid, Practice and Competition** - Students will need to meet the following requirements to receive **athletics aid, practice** and **compete** their first year.

16 core courses in the following areas:

- 4 years English;
  - 3 years Math at Algebra I level or higher;
  - 2 years Natural or Physical Science (one lab if offered at any high school attended);
  - 1-year additional English, Math or Natural/Physical Science;
  - 2 years Social Science; and
  - 4 years additional from areas above or: Foreign Language, Philosophy or Comparative Religion.
- Minimum required GPA:

Minimum GPA of **2.300** in those 16 core courses.

**Students who meet the following criteria after six semesters will be certified as qualifiers:**

- For Division I:** Minimum SAT (math and critical reading) of 900 or minimum sum score of 75 on the ACT; and a core-course GPA of 3.000 or higher in a minimum of 14 core courses:
  - 3 English;
  - 2 Math;
  - 2 Science;
  - 2 additional core courses in English, Math or Science; and
  - 5 additional core courses in any area.
- For Division II:** Minimum SAT (math and critical reading) of 1000 or minimum sum score of 85 on the ACT; and a core-course GPA of 3.000 or higher in a minimum of 12 core courses:
  - 3 English;
  - 2 Math;

- 2 Science; and  
5 additional core courses in any area.

## When to Register:

- You should register for the clearinghouse when you are actively being recruited by a school. Receiving letters from schools does not mean they are recruiting you.
- Ask the college you want to attend if they plan on adding you to their Institutional Request List (IRL).
- If so, then you need to register at NCAA Eligibility Center once you become active on a college IRL (Institutional Request List).
- You will also need to register before you take an official visit.
- The school recruiting will ask you for your NCAA ID Number.

**Check online for more information about college athletics and register at [CoreCourseGPA.com](http://CoreCourseGPA.com) to track your NCAA academic progress.**

## 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)

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

## Calculating Final Grades

The final 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:

	A	B	C	D	F
Dual Enrollment/Advanced Placement/AICE	5	4	3	1	0
Honors/Regular	4.5	3.5	2.5	1	0

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

## Honors Status

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

Summa cum laude- GPA greater than 4.0

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

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

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

## **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). Students interested in Florida Bright Futures Scholarships must consult their counselor to create a valid plan for their math progression. In addition, students must meet the world language requirements in order to be considered for most Florida Bright Futures Scholarships.

## **PSAT-NMSQT**

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.

## **Dual Enrollment**

*\*Dual enrollment courses are weighted a full quality point for GPA calculating purposes.*

Student's may take college level courses or career preparatory courses while being dually enrolled at Hollins High School. Dual enrollment courses are available on-campus and off-campus. Students wishing to take off-campus courses must provide their own transportation and are not permitted on campus during their scheduled dual enrollment period.

## **Dual Enrollment with SPC at Hollins High School**

*\*See your counselor for a list of all off-campus SPC dual enrollment opportunities.*

Students must meet specific requirements to take advantage of dual enrollment opportunities. Those requirements may include a GPA of a 2.5 or higher, depending on the desired course, and qualifying scores on the reading, writing, and math portions of the PERT exam. Also, please note that if a student includes SPC DE in their schedule, they are restricted to 6 college-level courses that semester (AICE, AP, DE).

## **Composition I**



Prerequisite: Students must have a 3.0 GPA and PERT scores: reading 106, writing 103, math N/A. It is highly recommended that students have previously taken The College Experience (SLS1101), please see description of SPC course SLS1101 below.

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: semester

This course is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay and includes practice in information retrieval from electronic and other sources, as well as in the selection, restriction, organization, and development of topics. It also offers the student opportunities to improve proficiency with sentence structure, diction, and mechanics. Selected writing samples are examined as models of form and as sources of ideas for the student's own writing. Conferences provide individual instruction. Sections of computer-assisted and individualized instruction are offered. This course partially satisfies the writing requirements outlined in the General Education Requirements. Credit is only given for one of the following: ENC 1101, ENC 1121H or IDS 1101H. 47 contact hours. This course provides 3 college credit hours.

### **Composition II**

Prerequisite: Composition I or have received Composition I credit by passing the AICE English Language exam.

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: semester

This course builds upon the skills developed in Composition I. It provides further instruction in the planning, organization, and writing of essays. It stresses methods of library research including information retrieval from electronic sources and emphasizes writing of the research paper and the paper of literary interpretation. The reading includes selections from at least two forms of literature. This course partially satisfies the writing requirements outlined in the General Education Requirements. Credit is not given for both ENC 1102 and ENC 1122H. 47 contact hours. This course provides 3 college credit hours.

### **The College Experience**

Prerequisite: Students don't NOT have to take the PERT; PERT testing will be a requirement during SLS1101. However, they must have a 2.5 GPA and must have earned 7 core credits and have an SPC ID. Seniors with a 2.0 may be scheduled to take The College Experience.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: semester

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.

## **Dual Enrollment with USF and UF**

Please click the link below for the most up-to-date eligibility requirements for dual enrollment with the University of South Florida and the University of Florida. <https://www.pcsb.org/Page/1558>

## **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 Hollins High School campus. Course enrollments are limited to space availability. Please see your school counselor for further details.

## **Pinellas Virtual School**

Students who wish to take online courses through Pinellas Virtual School (PVS) 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.

PVS students must provide their own transportation to and from school. Students taking PVS classes are not permitted on campus during their scheduled virtual class time.

## 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. Hollins 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. Students who drop an AP course after exams are ordered will be obligated to pay for the exam.

## AP Capstone Diploma Program

The College Board's AP Capstone is an innovative program that allows students to engage in rigorous development of skills critical for success in college and includes a two-course sequence: AP Seminar and AP Research. It is designed to be taken in sequence during the 10th & 11th *or* 11th & 12th grade years. The target group of students are those who have the potential to earn a qualifying score (3 or better) on the AP exam in at least four other AP courses. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

### Zip code not valid!

*\*Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™.*

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

## AP Course Descriptions

### AP Art 2D

Prerequisite: 2D Design-Honors, Digital Art Imaging 2 or approval of instructor

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: year-long

AP Art and Design courses address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work.

### AP Art 3D

Prerequisite: 3D Design-Honors, or approval of instructor

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: year-long

AP Art and Design courses address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work.

### AP Calculus AB

Prerequisite: Pre-calculus

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: year-long

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**

Prerequisite: AP Calculus AB and instructor permission.

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: year-long

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 Computer Science Principles**

Prerequisite: Algebra 1 recommended but not required, the AVID elective will also serve as a great support for students taking advanced coursework.

Grades: 9<sup>th</sup> - 12<sup>th</sup>

Length: year-long

A multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. This course may be used for a math credit, but cannot be a substitute for Algebra or Geometry.

### **AP Computer Science A**

Prerequisite: Algebra 1 recommended but not required, the AVID elective will also serve as a great support for students taking advanced coursework.

Grades: 9<sup>th</sup> - 12<sup>th</sup>

Length: year-long

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

### **AP Human Geography**

Prerequisite: none, the course is an introduction to advanced level course-work.

Grades: 9<sup>th</sup> - 12<sup>th</sup>

Length: year-long

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 Capstone Research**

Prerequisite: AP Seminar

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: year-long

AP Research is available to students who successfully complete the AP Seminar course. AP Research allows students to design, plan, and conduct a yearlong mentored investigation on a topic of their choosing. Students will build on the skills learned in the AP Seminar course by using research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information to present and defend an argument, which combine to serve as the AP exam score.

### **AP Capstone Seminar**

Prerequisite: none, recommended honors, Pre-AICE, AICE and/or previous AP experience, the AVID elective will also serve as a great support for students taking advanced coursework.

Grades: 10<sup>th</sup> and 11<sup>th</sup>

Length: year-long

AP Seminar is available to students entering 10th or 11th grade. This course equips students with the power to explore academic and real-world issues through an interdisciplinary lens and consider multiple points of view.

Through a variety of materials — from articles and research studies to foundational and philosophical texts — students will be challenged to explore "complex questions, understand and evaluate opposing viewpoints, interpret and synthesize information, and develop, communicate, and defend their own points of view." Teachers have the flexibility of choosing themes based on student interests, whether they are local and/or civic issues or international topics. Samples of themes that can be covered in the AP Seminar course include education, innovation, sustainability, and technology. Students are scored on a series of three assessments that combine to determine the exam score: a team project, followed by an individual project during the year and finally an end-of-course written exam taken during the traditional AP exam time in early May.

### **AP Statistics**

Prerequisite: Algebra 2 or its equivalent, Probability and Statistics Honors, teacher recommendation, and/or AVID support suggested.

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

### **AP Physics C: Electricity and Magnetism**

Prerequisite: Students should have taken or concurrently taking calculus, instructor permission

Grades: 11<sup>th</sup> -12<sup>th</sup>

Length: year-long

The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus are used throughout the course.

### **AP Physics C: Mechanics**

Prerequisite: Students should have taken or concurrently taking calculus, instructor permission

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

The course covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.

### **AP Precalculus**

Prerequisite:

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type.

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

Prerequisite: Level 2-5 on the FSA ELA, passing score on the US History EOC, teacher recommendation, and/or AVID support suggested

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

Students acquire a critical perspective of politics and government in the United States. They learn concepts used to interpret American politics and analyze specific case studies.

### **AP United States History**

Prerequisite:

Grades: 11<sup>th</sup>

Length: Year-long

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

### **AP World History**

Prerequisite: Level 2-5 on FSA ELA, teacher recommendation, and/or AVID support suggested

Grades: 10<sup>th</sup>-12<sup>th</sup>

Length: year-long

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

## **Cambridge / AICE Program**

The Advanced International Certificate of Education (AICE) is an innovative and accelerated method of academic study offered solely through the Cambridge University International Examinations (CIE), a division of the Cambridge University in Cambridge, England -- an institution that consistently ranks as one of the top five academic universities in the world. AICE provides a flexible, broad-based curriculum that is offered worldwide at schools and colleges in over 161 countries. For over 170 years, the prestigious Cambridge University has been setting worldwide curriculum standards through their examinations.

## **Earn a Florida high school diploma through the AICE curriculum**

Any student, regardless of whether they are in the Cambridge AICE Program may aspire for the AICE Diploma. It is highly recommended that students share their aspirations with their school counselor as soon as possible. The school counselor will work with the students to create a personalized plan to meet their goal. **A student who has successfully completed the following AICE course requirements will receive a standard high school diploma:**

- 4 credits of English Language
- 3 credits of World Language
- 4 credits of Social Studies
- 4 credits of Experimental Sciences
- 4 credits of gameematics
- 1 credit of AICE Global Perspectives, beginning with students who entered high school in 2013-14 and subsequent years
- 3 credits of AICE electives or other college level courses
- 1 credit other electives

Requirements equal 24 total credits, and all AICE assessments required by the CIE Organization for diploma candidates.

The State Board of Education has established rules that specify the cutoff scores on AICE Examinations that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations in the year they sit for the corresponding course, regardless of whether the student achieves a passing score on the examination.

## **AICE Diploma Requirements**

To earn an AICE Diploma, students must pass seven credits worth of college-level AS or A level examinations that are given at the end of AICE courses -- mostly in the 11th and 12th grades. At least one examination must come from each of the five subject groups:

1. Mathematics & Sciences

2. Languages
3. Arts & Humanities
4. Interdisciplinary & Skills Based Subjects
5. Global Perspectives

Advanced Subsidiary (AS) Level courses are one-year classes. A passed examination for an AS-Level course counts for one credit toward an AICE diploma. Advanced (A) Level courses are two-year classes. A passed examination for an A-Level counts for two credits toward an AICE diploma. Students can use 7 different AS-Level courses or use a mixture of AS-Level and A-Level courses to meet the requirements for the AICE Diploma.

## Pre-AICE Course Descriptions

*\*Pre-AICE courses are weighted a half or 0.5 of a quality points for GPA calculating purposes.*

### **Pre-AICE Art & Design (Photography 2)**

Prerequisite: none

Grades: 9th-11th

Length: one-year

Description:

The Pre-AICE Design class is an introductory course aimed at preparing students for the Cambridge AICE level art courses. It focuses on implementing a PARIS (problem, analysis, research, investigate, and solution) method to teaching the fine art concepts of design, digital art and illustration techniques. Students will use digital software to produce visual projects geared towards graphic design as they learn about typography, design hierarchy, branding, and advertising/marketing for print media.

### **Pre-AICE Biology (equivalent to Biology honors)**

Prerequisite: Earth Space Science or its equivalent, 8<sup>th</sup> grade advanced science, or passing score on the 8<sup>th</sup> grade FSA Science test.

Grades: 9<sup>th</sup> – 10<sup>th</sup>

Length: one-year

While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Students will take the Biology End-of-Course exam, which will be factored into their overall final grade for the course.

### **Pre-AICE Chemistry (equivalent to Chemistry honors)**

Prerequisite: Algebra 1, Biology or its equivalent, passing score on the Biology EOC, teacher recommendation, and/or AVID support suggested.

Grades: 10<sup>th</sup>- 12<sup>th</sup>

Length: one-year

While the content focus of this course is consistent with the Chemistry course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.

### **Pre-AICE English Language**

Prerequisite: Teacher recommendation, and/or AVID support suggested

Grades: 9th

Length: year-long

The syllabus enables learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Students will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues.

### **Pre-AICE English Literature**

Prerequisite: Teacher recommendation, and/or AVID support suggested

Grades: 10<sup>th</sup>

Length: year-long

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognize and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

### **Pre-AICE Global Perspectives**

Prerequisite: None

Grades: 9<sup>th</sup> -10<sup>th</sup>

Length: year-long

Utilizing a range of global issues, students will develop skills needed to explore different and sometimes opposing perspectives. Students will be introduced to the stages of Critical Path, and will be encouraged to apply a logical approach to thinking and reasoning. This course will provide students with the skills practice to enhance their success in more rigorous classes. In addition, it fully prepares students further development of those critical skills in the AICE Global AS and A level courses. Please see more information regarding AICE Global Perspectives by clicking the video link below:

<https://web.microsoftstream.com/video/446cebe0-ae68-4cf4-b11f-76e314c110b7>

### **Pre-AICE Math 2 (equivalent to Geometry honors)**

Prerequisite: Algebra 1 and/or a passing score on the Algebra 1 EOC

Grades: 9<sup>th</sup> -10<sup>th</sup>

Length: year-long

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Pre-AICE Math 3 (equivalent to Algebra 2 honors)**

Prerequisite: Geometry and/or a passing score on the Geometry EOC

Grades: 9<sup>th</sup> – 11<sup>th</sup>

Length: year-long

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.2 Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Pre-AICE Photography (Photography 1)**

Prerequisite: none

Grades: 9th-11th

Length: one-year

Description:

The Pre-AICE Photo class is an introductory course aimed at preparing students for the Cambridge AICE level art courses. It focuses on implementing a PARIS (problem, analysis, research, investigate, and solution) method to teaching the fine art concepts of photography. Students will use DSLR cameras as they learn the technical aspects of digital photography while also exploring art fundamentals such as composition and the art elements and principles as they produce black and white photography along with color photography.

**Pre-AICE Physics** (equivalent to Physics Honors)

Prerequisite: Biology or its equivalent, passing score on the Biology EOC, teacher recommendation, and/or AVID support suggested.

Grades: 10<sup>th</sup>- 12<sup>th</sup>

Length: one-year

Physics seeks to describe and predict natural events by seeking the relationships between motion, force, energy and time. It is at the root of all types of engineering -mechanical, electrical, nuclear, and chemical. Course components include motion, momentum, energy and thermodynamics, harmonic motion, waves, electricity, magnetism, and nuclear and modern physics.

**Pre-AICE Spanish 1** (equivalent to Spanish 1 honors)

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

This course is designed to emphasize speaking and listening skills with oral participation. Reading and writing are introduced, and basic grammar structures explained. Students will be introduced to the culture and customs of various Spanish-speaking countries. Native speakers may not enroll in level 1.

**Pre-AICE Spanish 2** (equivalent to Spanish 2 honors)

Prerequisite: Pre-AICE Spanish 1

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

This course is designed and recommended for the student who has successfully completed Spanish I with a grade of C or better. This course is designed for the student to continue to develop skills in listening and speaking.

Conversation in the target language is stressed. Reading and writing will be further developed through expanded vocabulary and more complex grammatical structures. Culture, history and geography will be studied in greater depth. Native speakers may not enroll in level 1.

**Pre-AICE Spanish 3** (equivalent to Spanish 3 honors)

Prerequisite: Pre-AICE Spanish 2

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

This course is designed to continue to develop skills in listening and speaking. Conversation is stressed. Reading and writing will be further developed through expanded vocabulary and more complex grammatical structures. Culture, history and geography will be studied in greater depth. Opportunities for enjoyment of the customs, ideas and heritage will increase.

**Pre-AICE World History** (equivalent to World History Honors)

Prerequisite: None

Grades: 10<sup>th</sup>

Length: one-year

While the content focus of this course is consistent with that of World History, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.

## AICE Course Descriptions

*\*AICE courses are open to all students who show an interest and who demonstrate potential of succeeding in rigorous coursework. All AICE courses are weighted a full quality point for GPA calculating purposes.*



### **AICE Art & Design AS & A Level**

Prerequisite: Pre-AICE Photo, Pre-AICE Art & Design, Digital Art Imaging 2, 2D or 3D Studio Art 2, 2D Design Honors or 3D Design Honors, AP 2D or 3D Art or approval from instructor \*student must complete AS before entering A Level

Grades: 11th-12th

Length: one-year

Description:

The AS and A Level Art & Design class encourages learners to explore a range of processes and techniques appropriate to their chosen area of study. Students are independently working on completing several portfolio exams as they focus on one specific art media such as photography, design, digital art and illustration, mixed media, or 3D mediums. Students will explore their own themes/topics and produce a collection of works in their specified medium with additional support work in drawings and written research that will accompany their visual outcomes.

### **AICE Biology AS and A Level**

Prerequisite: Level 3-5 on the FSA ELA, passing score on the Biology EOC, Chemistry, teacher recommendation, and/or AVID support suggested

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: year-long

Cambridge International AS and A Level Biology includes the main concepts which are fundamental to biology, starting with cell theory and macromolecules and ending with the human immune system. This includes current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a practical examination. AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science.

### **AICE Classical Studies AS and A Level**

Prerequisite: Prerequisite: Level 3-5 on the FSA ELA, teacher recommendation, previous AICE course experience, and/or AVID support suggested. Students must have completed the AS level or are concurrently enrolled in the AS level, to request the A level.

Grades: 11<sup>th</sup> and 12<sup>th</sup>

The aims of this course are to: provide students with an understanding of Greek and Roman civilisation, and to encourage an appreciation of the Classical world; enable students to understand the core foundations of Western traditions of architecture, art, history, literature, and political thought – traditions which have had major influences on the shape of the modern world; develop students' awareness of diversity in civilisations by understanding cultures, values and assumptions, which are different from contemporary views; encourage students to develop a personal response to a range of material from the Greek and Roman world.

### **AICE Economics AS and A Level**

Prerequisite: Level 3-5 on the FSA ELA, passing score on the US History EOC, teacher recommendation, previous AICE course experience, and/or AVID support suggested. Students must have completed the AS level or are concurrently enrolled in the AS level, to request the A level.

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: year-long

The key concepts which run through the study of economics are set out below. These key concepts can help teachers think about how to approach their teaching in order to encourage learners to make links between topics and develop a deep overall understanding of the subject. Topics of study include: Scarcity and choice, Equilibrium and efficiency, Progress and development, The margin and change, Regulation and equity.

### **AICE English Language AS and A Level**

Prerequisite: Level 3-5 on the FSA ELA, teacher recommendation, previous AICE course experience, and/or AVID support suggested. Students must have completed the AS level or are concurrently enrolled in the AS level, to request the A level.

Grades: 10<sup>th</sup> -12<sup>th</sup>

Length: year-long

Successful English Language learners develop an understanding of a wide variety of different texts, both written and spoken. They gain awareness of how language works in different ways, for different purposes and for different

audiences. In addition, they gain skills for life, including: the ability to appreciate how different texts are shaped by their language and style, skills in creating their own imaginative and persuasive writing for different purposes and audiences, skills in researching, selecting and shaping information from different sources, the ability to analyze and compare written and spoken texts in close detail

### **AICE English Literature AS and A Level**

Prerequisite: Level 3-5 on the FSA ELA, teacher recommendation, previous AICE course experience, and/or AVID support suggested. Students must have completed the AS level or are concurrently enrolled in the AS level, to request the A level.

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: year-long

Students enrolled in AICE Literature will read a selection of Poetry, Prose, and Drama written in English throughout the English-speaking world. Two compulsory papers will be administered at the end of the school year assessing student knowledge and understanding of the texts they have read and studied in class (papers 3 and 4). Students will gain: an appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures, the interdependent skills of reading, analysis, effective and appropriate communication, a wider reading of Literature and an understanding of how it contributes to personal development.

### **AICE English General Paper AS Level**

Prerequisite: 9<sup>th</sup> grade students must have earned a level 4 or 5 on their 8<sup>th</sup> grades FSA ELA, all other grades levels may request the course regardless of their FSA ELA level, teacher recommendation and/or AVID support suggested.

Length: year-long

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

### **AICE Environmental Management AS Level**

Prerequisite: Biology, passing score on the Biology EOC, level 2-5 on the FSA ELA, previous AICE course experience, teacher recommendation, and/or AVID support suggested.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

This AS Level syllabus develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyses data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.

### **AICE Global Perspectives AS and A Levels**

Prerequisite: Level 2-5 on the FSA ELA, previous AICE course experience, teacher recommendation and/or AVID support suggested.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

This syllabus is firmly based on skills rather than specific content. Through the study of a range of global issues, learners will explore different and sometimes opposing perspectives. Recognizing these perspectives will help to nurture a climate of cross-cultural awareness and promote cultural agility. Through well-defined stages, called the Critical Path, learners will be encouraged to apply a logical approach to thinking and reasoning. By following this path, they will be able to analyze the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgments. Learners will build skills in organizing and communicating their findings in appropriate multimedia formats.

Pinellas County students may view the class highlights by clicking the link below:

<https://web.microsoftstream.com/video/446cebe0-ae68-4cf4-b11f-76e314c110b7>

### **AICE International History AS Level**

Prerequisite: Level 2-5 on the FSA ELA, previous AICE course experience, teacher recommendation and/or AVID support suggested.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

Cambridge International AS Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus develops lifelong skills including understanding issues and themes within a historical period. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

### **AICE Marine Science AS and A Levels**

Prerequisite: Biology, passing score on the Biology EOC, Marine Science, level 2-5 on the FSA ELA, previous AICE course experience, teacher recommendation and/or AVID support suggested.

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

Cambridge International AS and A Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment. Students will explore saltwater ecosystems through the geology, chemistry, physics, and biology of these systems, ranging from the shallows to the extreme depths of the ocean floor. Emphasis will be placed on the ecological relationships between marine organisms, their specific habitats, and human effects on those habitats.

### **AICE Math AS or A Levels**

Prerequisite: ALG 2 or Pre-AICE Math 3 passing class with a C, B or A, teacher recommendation and/or AVID support suggested.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

AICE Math enables students to develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment. Develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject. Acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying. Develop the ability to analyze problems logically. Recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and select an appropriate mathematical method to solve the problem. Use mathematics as a means of communication with emphasis on the use of clear expression. Acquire the mathematical background necessary for further study in mathematics or related subjects.

### **AICE Media Studies AS: Yearbook (print focus) or TV Production (film focus)**

Prerequisite: Journalism 2-4 or TV Production, level 2-5 on the FSA ELA, previous AICE course experience, teacher recommendation and/or AVID support suggested.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

AICE Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level - students create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

### **AICE Psychology AS and A Levels**

Prerequisite: Level 2-5 on the FSA ELA, previous AICE course experience, teacher recommendation and/or AVID support suggested. Students must complete or concurrently enroll in AS level to request A level.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

This syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes: a review of several important research studies, and an opportunity to look at the ways in which psychology has been applied. The syllabus uses a wide variety of

assessment techniques that will allow students to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

### **AICE Spanish AS Level**

Prerequisite: Pre-AICE Spanish 3, Spanish 4 Honors, native speakers and/or teacher recommendation.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

The Cambridge International AS Level Spanish syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

### **AICE Sociology AS and A Levels**

Prerequisite: Level 2-5 on the FSA ELA, previous AICE course experience, teacher recommendation and/or AVID support suggested. Students must complete or concurrently enroll in AS level to request A level.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

This course aims to develop knowledge and understanding of sociological terms, theories, methods and research findings, an awareness of the range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives, an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life, an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data, improved skills of communication, interpretation, analysis and evaluation, and skills for further study.

### **AICE Thinking Skills AS and A Levels**

Prerequisite: Level 2-5 on the FSA ELA, previous AICE course experience, teacher recommendation and/or AVID support suggested. Students must complete or concurrently enroll in AS level to request A level.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

Thinking Skills develops a specific set of intellectual skills, independent of subject content. It reflects the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. As a curriculum subject, Thinking Skills offers students an excellent opportunity to express themselves freely and openly. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning.

## **Academy of Entertainment Arts**

The Academy of Entertainment Arts (AEA) is a District Application Program. Students may apply for the AEA in grade eight and nine. Please visit <https://www.pcsb.org/dap> for application guidelines and dates.

The Academy of Entertainment Arts is divided into four areas of concentration. Students will either pursue the filmmaking, design, digital music, and gaming/animation. Students can choose to take courses in multiple studios if their schedule allows. Elective courses are also offered to the Entertainment Arts students including 2D Animation, Special Effects in Film, Photography, and 3D Creature Design.

All incoming students will need to apply to The Academy of Entertainment Arts and then select the studio they wish to pursue after being accepted into the academy. Current 9<sup>th</sup> grade students may apply for entrance to the academy during freshmen year.

Below is a list of the Academy of Entertainment Arts Elective Courses

- Film
- Animation
- Music Production
- Game Design
- Brand U
- Character Design
- Sound Design

Pinellas County students may view program highlights by clicking the link below:

<https://web.microsoftstream.com/video/1977a96a-13e6-4091-893a-4acc7b5fa824>

## CULINARY ARTS

The Culinary Arts Academy is a District Application Program. Students may apply for the Culinary Arts Academy in grade eight and nine. Please visit <https://www.pcsb.org/dap> for application guidelines and dates.

Students will explore different fields of the culinary trade in our recently updated facility. By focusing on hands-on training, students prepare for a dynamic, rewarding career in the food service and hospitality industry. Students will be able to apply their skills easily into new careers upon graduation.

The Culinary Arts Academy students are expected to complete all four years of the Pro Start curriculum and after doing so they will qualify for the chance to receive their Serve Safe certification. The learning doesn't stop at the classroom, other activities that the students participate in include workshops, competitions, and various field trips to professional kitchens in hotels and restaurants.

Courses are intensive, practical and updated regularly to reflect current industry trends. Students receive career-oriented instruction in both classic and modern culinary arts with an emphasis on the skills needed to succeed in the industry and post-secondary education. On campus, the students enjoy creating delicious snacks and baked goods that are sold for the faculty and students to enjoy.

Pinellas County students may view program highlights by clicking the link below:

[https://pinellascountyschools-my.sharepoint.com/:v/g/personal/andersontr\\_pcsb\\_org/ETxwWR45T0tLvo4M6lrNYFkBzVcPuz5JCSaFdHqJSwZ-Ag?e=d6hpgG](https://pinellascountyschools-my.sharepoint.com/:v/g/personal/andersontr_pcsb_org/ETxwWR45T0tLvo4M6lrNYFkBzVcPuz5JCSaFdHqJSwZ-Ag?e=d6hpgG)

## Mathematics

Pinellas County students may view Math Department highlights by clicking the link below:

<https://web.microsoftstream.com/video/d12aada7-351f-4950-aa1e-1d25324a7671>

*\*Students interested in pursuing the Florida Bright Futures Scholarships and/or entrance to a four-year university should consult with their school counselor for math progression guidance.*

### **Algebra 1A**

Prerequisite: None

Grades: 9<sup>th</sup>

Length: year-long (Alg. 1A 1<sup>st</sup> semester and Alg. 1B 2<sup>nd</sup> semester)

This course is designed as a beginning level Algebra course. It serves to build math confidence while introducing Algebra 1 standards. Students who complete Algebra 1A will be prepared for a full year of Algebra 1 and the Algebra 1 End-of-Course exam that is required for graduation.

### **Pre-AICE Math 1 (equivalent to Algebra Honors)**

Prerequisite: Advanced math taken in the 8<sup>th</sup> grade, passing score on the 8<sup>th</sup> grade FSA Mathematics test, teacher recommendation, and/or AVID support suggested.

Grades: 9<sup>th</sup>

Length: year-long

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the algebra skills needed to solve real-world and mathematical problems. Topics shall include, but not be limited to, sets, ratios, proportions, radical expressions, variables, the real number system, equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, quadratic equations, Venn diagrams, coordinate geometry, problem solving strategies, and literacy strategies. At the completion, all students will take the state mandated FSA Algebra 1 exam. Obtaining an achievement level of 3, 4, or 5 on the Algebra End-Of-Course (EOC) assessment is required for graduation.

**Pre-AICE Math 2** (equivalent to Geometry Honors)

Prerequisite: Algebra 1 and/or a passing score on the Algebra 1 EOC

Grades: 9<sup>th</sup> -10<sup>th</sup>

Length: year-long

See Pre-AICE section for course description.

**Pre-AICE Math 3** (equivalent to Algebra 2 honors)

Prerequisite: Geometry and/or a passing score on the Geometry EOC

Grades: 9<sup>th</sup> – 11<sup>th</sup>

Length: year-long

See Pre-AICE section for course description.

**AICE Math AS or A Levels**

Prerequisite: ALG 2 or Pre-AICE Math 3 passing class with a C, B or A, teacher recommendation and/or AVID support suggested.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

See AICE section for course description.

**Math for College Liberal Arts**

Prerequisite: Geometry or Pre-AICE Math 2

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

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

**Math for Data and Financial Literacy**

Prerequisite: Geometry or Pre-AICE Math 2

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

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

**Probability and Statistics Honors**

Prerequisite: Algebra 2 or its equivalent, teacher recommendation, and/or AVID support suggested.

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

The purpose of this course is to introduce students to concepts relating to experimental design and data analysis. The course is a mixture of lecture and hands-on learning. Some topics covered are probability, how to choose a representative sample, how to design an experiment, and how to test a hypothesis. This course is important because almost every degree path in college requires at least one statistics course. This course will help ready you for that course and show you that math can be fun.

**Pre-Calculus Honors**

Prerequisite: Algebra 2 or its equivalent, teacher recommendation, and/or AVID support suggested.

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

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

### **AP Statistics**

Prerequisite: Algebra 2 or its equivalent, Probability and Statistics Honors, teacher recommendation, and/or AVID support suggested.

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

See Advanced Placement section for course description and AP requirements.

### **AP Calculus AB**

Prerequisite: Pre-calculus

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

See Advanced Placement for course description and AP requirements.

### **AP Calculus BC**

Prerequisite: AP Calculus AB and/or teacher recommendation.

Grades: 12<sup>th</sup>

Length: year-long

See Advanced Placement section for course description and AP requirements.

## **English Language Arts (ELA) and Reading**

Pinellas County students may view English Department highlights by clicking the link below:

<https://web.microsoftstream.com/video/b2c03e24-2628-4c55-9ef6-8d236172b88a>

### **English I, II, III, IV**

Prerequisites: must take each course or its equivalent in sequential order.

Grades: 9th -11th

Length: one-year

The purpose of these courses is to provide English students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn, analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, personal critical and aesthetic response, writing for varied purposes such as: developing and supporting argumentative claims, crafting coherent, supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text- based evidence and reasoning; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

*\*All 10<sup>th</sup> grade students enrolled in English II or its equivalent will take the FSA ELA at the end of the year. Receiving a passing score on the FSA ELA is a graduation requirement. Ask your English instructor or a school counselor for concordant score details as an alternative way or meeting this graduation requirement.*

## **English 1-4 Course Equivalents**

The following courses may be used as English course equivalents. Please see the corresponding sections for course descriptions:

Pre-AICE English Language	AICE Language AS and A Level
Pre-AICE English Literature	AICE Literature AS and A Level
AICE General Paper	Dual Enrollment Comp I and II

**Summer Reading Assignments:** All English courses require a summer reading assignment valued at 10% of the first 9 weeks grade. Summer reading assignments along with handouts and book options are uploaded to the school's website 2-3 weeks prior to the end of the school year.

## Reading Support

### Intensive Reading 1-4

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one- year

These courses are designed to offer students a personalized approach to increase their reading lexile scores, reach proficiency on the FSA ELA, FAST, and/or achieve a concordant score on the ACT or SAT test. In levels 1, 2, and 3, students will prepare for the Spring administration of the FAST ELA; while level 4 students will focus on FSA retakes and achieving concordant scores required to meet graduation requirements.

## English Electives

### Journalism 1

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: semester

Learn how to write a basic news article, follow composition guidelines for photography, tell a story through photographs, write effective captions, and produce video features.

### Journalism (Yearbook) 2-4

Prerequisite: Journalism 1, courses should be taken sequentially, or with teacher recommendation and yearbook adviser approval.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

Produce the school's yearbook by taking and editing photographs, writing and editing copy, and designing content. Marketing strategies.

Pinellas County students may view the class highlight by clicking the link below:

<https://web.microsoftstream.com/video/fcc456fa-d491-4871-b2ea-8cbd4c364ee1>

### Creative Writing 1

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: semester

This class focuses on writing using effective words to convey tone and build on sounds and rhythms for emotional impact. Write in a variety of genres in both poetry and fiction. Additional activities on adverbs, alliteration, dialogue, etc. are included. Learn, through activities, how to be more observant in order to add more details to your writing.

Pinellas County students may view the class highlight by clicking the link below:

<https://web.microsoftstream.com/video/fcc456fa-d491-4871-b2ea-8cbd4c364ee1>

### Creative Writing 2

Prerequisite: Creative Writing 1

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: semester

Level 2 - Delve deeper into poetry and fiction. Learn the fundamental qualities of poetry that distinguish simple poetry from sophisticated poetry. Write in a variety of genres such as flash fiction. Learn how to develop your plot and characters and effectively choose your story's and learn how to develop your plot and characters and effectively choose your story's POV.

Pinellas County students may view the class highlight by clicking the link below:

<https://web.microsoftstream.com/video/fcc456fa-d491-4871-b2ea-8cbd4c364ee1>

### Creative Writing 3 Honors and 4 Honors

Prerequisite: Creative Writing 1 and 2, courses should be taken sequentially, or with English teacher recommendation.

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year



Level 3 and 4 - Individualized and structured to meet the needs of the students. Balanced instruction with independent study for student choice of writing projects.

Pinellas County students may view the class highlight by clicking the link below:

<https://web.microsoftstream.com/video/fcc456fa-d491-4871-b2ea-8cbd4c364ee1>

## Science

Pinellas County students may view Science department highlights by clicking the link below:

<https://web.microsoftstream.com/video/4da5f90d-5a33-4c16-aeaa-291a20a46aa4>

### **Pre-AICE Biology** (equivalent to Biology Honors)

Prerequisite: Earth Space Science or its equivalent, 8<sup>th</sup> grade advanced science, or passing score on the 8<sup>th</sup> grade FSA Science test.

Grades: 9<sup>th</sup> – 10<sup>th</sup>

Length: one-year

See Pre-AICE section for course description.

### **Pre-AICE Physics** (equivalent to Physics Honors)

Prerequisite: Biology or its equivalent, passing score on the Biology EOC, teacher recommendation, and/or AVID support suggested.

Grades: 10<sup>th</sup>- 12<sup>th</sup>

Length: one-year

See Pre-AICE section for course description.

### **Pre-AICE Chemistry** (equivalent to Chemistry Honors)

Prerequisite: Algebra 1, Biology or its equivalent, passing score on the Biology EOC, teacher recommendation, and/or AVID support suggested.

Grades: 10<sup>th</sup>- 12<sup>th</sup>

Length: one-year

See Pre-AICE section for course description.

### **Marine Science Honors**

Prerequisite: Biology

Grades: 10<sup>th</sup>- 12<sup>th</sup>

Length: one-year

Marine Science is a course designed to present an integrated overview of the principles and concepts of geology, chemistry, physics, and biology as they relate to the world's oceans. Course work focuses on different marine environments such as estuaries, tide pools, reefs, vents and the oceanic zone. Emphasis will also be placed on the ecological relationships between marine organisms and their specific habitats.

### **AICE Marine Science AS Level**

Prerequisite: Biology or its equivalent, passing score on the Biology EOC, Marine Science, teacher recommendation, previous AICE course experience, and/or AVID support suggested.

Grades: 10<sup>th</sup>- 12<sup>th</sup>

Length: one-year

Please see AICE course section for course description.

### **AICE Environmental Management AS Level**

Prerequisite: Biology or its equivalent, passing score on the Biology EOC, Environmental Science, teacher recommendation, previous AICE course experience, and/or AVID support suggested.

Grades: 10<sup>th</sup>- 12<sup>th</sup>

Length: one-year

Please see AICE course section for course description.

### **AICE Biology AS and A Level**

Prerequisite: Level 3-5 on the FSA ELA, passing score on the Biology EOC, Chemistry, teacher recommendation, and/or AVID support suggested

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: year-long  
See the AICE section for course description.

### **Human Anatomy and Physiology Honors**

Prerequisite: Biology

Grades: 10<sup>th</sup> 12<sup>th</sup>

Length: one-year

Human Anatomy and Physiology is a course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body, anatomical terminology and how major body systems work, along with the impact of diseases on certain systems.

### **Astronomy Solar/Galactic Honors**

Prerequisite: Biology

Grades: 10<sup>th</sup> 12<sup>th</sup>

Length: one-year

Astronomy Solar/Galactic Honors is a course designed to present an integrated overview of the principles and concepts of Earth in space and time, earth structures, systems, and patterns, matter, energy, and motion. The course will also examine concepts that explore the characteristics of scientific knowledge, the role of theories, laws, hypotheses, and models, as well as science and society as it connects to Earth and space.

## **Social Studies**

Pinellas County students may view Social Studies Department highlights by clicking the link below:

<https://web.microsoftstream.com/video/9be5575e-951d-4176-bcf2-3967c8a3be02>

### **Pre-AICE World History** (equivalent to World History Honors)

Prerequisite: None

Grades: 10<sup>th</sup>

Length: one-year

See Pre-AICE Section for course description.

### **United States History Honors**

Prerequisite: None

Grades: 11<sup>th</sup>

Length: one-year

The 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.

### **Economics with Financial Literacy Honors**

Prerequisite: None

Grades: 12<sup>th</sup>

Length: semester

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.

*\*This course is available as an on campus online option. The Florida 24 credit diploma option includes an online course requirement.*

### **United States Government Honors**

Prerequisite: None

Grades: 12<sup>th</sup>

Length: semester

The 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.

*\*This course is available as an on campus online option. The Florida 24 credit diploma option includes an online course requirement.*

## Social Studies Course Equivalent

The following courses may be used as social studies course equivalents. Please see the corresponding sections for course descriptions:

AP Modern World History	AICE Economics AS and A Level
AICE International History AS Level	AP US Government and Politics
AICE US History AS and A Level	

## Social Studies Electives

### AICE Psychology 1

Prerequisite: None  
 Grades: 9<sup>th</sup> – 12<sup>th</sup>  
 Length: semester  
 See AICE course descriptions.

### AICE Psychology 2

Prerequisite: None  
 Grades: 9<sup>th</sup> – 12<sup>th</sup>  
 Length: semester  
 See AICE course descriptions.

### AICE Sociology

Prerequisite: None  
 Grades: 9<sup>th</sup> – 12<sup>th</sup>  
 Length: semester  
 See AICE course descriptions.

## World Languages

### Pre-AICE Spanish 1 (equivalent to Spanish 1 Honors)

Prerequisite: None  
 Grades: 9<sup>th</sup> – 12<sup>th</sup>  
 Length: one-year  
 See Pre-AICE section for course description.

### Pre-AICE Spanish 2 (equivalent to Spanish 2 Honors)

Prerequisite: Pre-AICE Spanish 1  
 Grades: 9<sup>th</sup> – 12<sup>th</sup>  
 Length: one-year  
 See Pre-AICE section for course description.

### Pre-AICE Spanish 3 (equivalent to Spanish 3 Honors)

Prerequisite: Pre-AICE Spanish 2  
 Grades: 9<sup>th</sup> – 12<sup>th</sup>  
 Length: one-year  
 See Pre-AICE section for course description.

### AICE Spanish AS Level

Prerequisite: Pre-AICE Spanish 3, Spanish 4 Honors, native speaker or teacher recommendation.  
 Grades:

Length: year-long  
See AICE section for course description.

### **American Sign Language (ASL)**

ASL counts as a foreign language credit in many university systems. The student would be advised to check with their intended college or university for foreign language requirements especially since it is not accepted at all universities and colleges as a foreign language. After level one is completed, students may take more than one level at the same time.

### **American Sign Language 1**

Prerequisite: None, proficiency in the English language is strongly recommended.

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: year-long

This course will teach hearing and deaf students' basic conversational skills in American Sign Language (ASL), and the awareness of various aspects of Deafness. The content includes conversational vocabulary, the grammatical features, principles of ASL and the educational, social, cultural, and historical aspects of deafness.

### **American Sign Language 2**

Prerequisite: American Sign Language 1

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

This course is designed and recommended for the student who has successfully completed ASL I with a grade of C or better. ASL II continues vocabulary, grammar and cultural issues started in ASL I. Students will build their vocabularies and acquire additional comprehension skills, learning how to process sign to voice

### **American Sign Language 3 Honors**

Prerequisite: American Sign Language 2

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

This course is designed for students to pursue the goal of fluency in the language. Emphasis is on advanced structure and mastery of the skills and vocabulary acquired in ASL II.

### **American Sign Language 4-6 Honors**

Prerequisite: American Sign Language III, or must be concurrently enrolled in ASL III to request level IV

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: year-long

These courses are designed for those students interested in pursuing a career in interpretation. Students will continue to develop advanced skills in American Sign Language through a communicative and cultural approach. In the upper levels of ASL emphasis is on the mastery of ASL through in-depth practice, using both receptive and expressive skills, for a variety of settings. The course will also include studies in Deaf literature, history and culture.

## **Physical Education and Drivers Education**

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

Prerequisite: None

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: year-long

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. *Please see your school counselor for alternative methods of meeting this graduation requirement.*

**Basketball 1-2**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: semester

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.

**Soccer 1-2**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: semester

The students will be provided the opportunity to learn terminology and rules to the game of soccer. The students will also be introduced to basic skills and learn drills for the beginner soccer player.

**Weight Training 1-2**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: semester

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.

**Team Sports 1-2**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: semester

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

**Driver's Education**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: semester

The purpose of this course is to introduce students to the highway transportation system and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:

- vehicle control and traffic procedure
- defensive driving strategies
- pertinent laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- the effects of alcohol and other drugs on driving performance

Pinellas County students may view the class highlight by clicking the link below:  
<https://web.microsoftstream.com/video/5d2680cc-6a63-4533-acca-0382b6542592>

## **Business and TV Production**

### **Sports Marketing Essentials**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: One-year

All Sports Marketing courses provide industry certification opportunities. This course is designed to develop basic-entry level skills required for careers in the sports marketing field. The content includes human relations skills necessary for success in sport, recreation, and entertainment marketing occupations, proficiency in applying communication and technology skills, proficiency in applying math skills unique to sport, recreation, and entertainment marketing, marketing and business fundamentals, effective selling techniques and procedures, and discussing the history of sport, recreation, and entertainment marketing.

### **Sports Marketing Applications**

Prerequisite: Sports Marketing Essentials or Business Ownership

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: One-year

All Sports Marketing courses provide industry certification opportunities. This course is designed to develop basic-entry level skills required for careers in the sports marketing field. The content includes demonstrating pricing applications for the selected marketing industry, identifying the use of technology in marketing, selecting a sports marketing industry for career planning, demonstrating applications of financing to the selected sport industry, demonstrate an understanding of entrepreneurship, demonstrate application of selling to the sports marketing industry, and discussing the importance of public relations and publicity to sports marketing.

### **Sports Marketing Management**

Prerequisite: Sports Marketing Applications

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: One-year

All Sports Marketing courses provide industry certification opportunities. This course is designed to develop basic-entry level skills required for careers in the sports marketing field. The content includes applying economic principles to sport marketing, explaining the business structure of the sport marketing industry, describing the legal and ethical aspects of the sport marketing industry, design, plan, execute, and evaluate an event, and develop a career plan for a sport marketing career.

### **Digital Design I**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

All Digital Design courses provide industry certification opportunities. This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

### **Digital Design II**

Prerequisite: Digital Design I

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

All Digital Design courses provide industry certification opportunities. This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving

### **Digital Design III**

Prerequisite: Digital Design II

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

All Digital Design courses provide industry certification opportunities. This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

#### **Digital Design IV**

Prerequisite: Digital Design III

Grades: 12<sup>th</sup>

Length: one-year

All Digital Design courses provide industry certification opportunities. This course is designed to develop advanced industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment, including digital video cameras and video/audio editing software. After successful completion of Digital Design 4 and 5, students will have met occupational completion point - D, Graphic Designer - SOC Code 27-1014.

#### **Promotional Design and Printing 1**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

This course is designed to develop basic entry-level skills required for careers in the custom imprinted merchandise industry. The content includes: computer skills; layout; design; measurement activities; decision making activities; digital imaging; sublimation activities; digital embroidery activities; digital precision cutting activities; direct to garment printing activities; and sign making activities. After successful completion of Custom Promotional Layout Design students will be able to perform basic design and layout in predictable situations.

#### **Promotional Design and Printing 2-4**

Prerequisite: Promotional Design and Printing 1

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

This course is designed to develop mid-level management skills required in the imprinted merchandise industry. The content includes real world production schedules for single lines of merchandise, management of production equipment, customer relations, and sales of imprinted merchandise and delivery of the product. This course is designed to be done in a real production environment through placement in a school-based imprinted merchandise enterprise or industry internship placement. After successful completion of Custom Promotional Sales and Distribution the student may be prepared to manage a production line from customer product design through delivery of final product.

#### **Foundation of Robotics**

Prerequisite:

Grades: 9<sup>th</sup>-12<sup>th</sup>

Length: One-year

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering. Students will learn programming concepts in Java, learn how to use 3D printers, and will have an opportunity to become certified in Autodesk Inventor. In addition, students have a chance to build robots that compete with and against other robots in the FIRST Tech Challenge.

#### **Royals Morning Show (TV Production 1-4)**

Prerequisite: None

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: Year-long

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

#### **Work Place Essentials (TA)**

Prerequisite: Student MUST be on-track to graduate and have earned a Career and/or College readiness component (see counselors for details). A teacher recommendation and application are required. Administration will have final approval on request for this course; attendance, behavior, and grades will be taken into consideration.

Grades: 11<sup>th</sup> – 12<sup>th</sup> (11<sup>th</sup> grade students may only take one TA class, and 12<sup>th</sup> grade student may take two)

Length: one-year

Work Place Essentials provides students with entry level work place experience. Students will demonstrate trust, confidentiality, accountability, timeliness, and working cooperatively.

## Cosmetology

A student completing the Cosmetology program is prepared for employment as a licensed hairdressers, hairstylists, and cosmetologists. Instruction is designed to qualify students for employment upon successfully obtaining a Cosmetology license. The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

Lab activities are an essential part of the program and students must have a kit by level 3 Facials to ensure success and a hands-on experience. The kit or supplies required average \$180.00-\$200.00; these supplies are necessary to prepare students for their cosmetology license.

This program is a planned sequence of instruction consisting of one occupational completion point. Students must complete the core or demonstrate the mastery of skills standards contained in the core, before advancing in the program. After completion of levels 1-3, students may take more than one level at a time. All upper level courses are year-long in length.

Cosmetology 1 (Grooming and Salon Services- semester course)

Cosmetology 2 (nails – semester course)

Cosmetology 3 (facials – semester course)

Cosmetology 4

Cosmetology 5

Cosmetology 6

Cosmetology 7

Cosmetology 8

Cosmetology 9

Pinellas County students may view the class highlight by clicking the link below:

<https://web.microsoftstream.com/video/edf92f47-8891-4599-8925-c240330b3c51>

## Machining

Pinellas County students may view program highlights by clicking the link below:

[https://pinellascountyschools-my.sharepoint.com/:v:/g/personal/pinedam\\_pcsb\\_org/ETc-F-ZRtWtDju1C3GolQaEBxd814H7-E2kcfjEMTQxWKg?e=OJhzyR](https://pinellascountyschools-my.sharepoint.com/:v:/g/personal/pinedam_pcsb_org/ETc-F-ZRtWtDju1C3GolQaEBxd814H7-E2kcfjEMTQxWKg?e=OJhzyR)

## JROTC

JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline.

Its focus is reflected in its mission statement, “To Motivate Young People to be Better Citizens.” It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens.



JROTC is a 4-year course (Leadership Education Training 1, 2, 3, and 4.) However, a student can elect to take JROTC for only 1 year if he or she desires. The curriculum consists of 6 units of study. Each additional LET Level, the unit of study is more advanced. The units of study are:

- Unit 1 - Citizenship in Action
- Unit 2 - Leadership Theory and Application
- Unit 3 – Foundation for Success
- Unit 4 – Wellness, Fitness, and First Aid
- Unit 5 – Geography
- Unit 6 – Citizenship in American History and Government

The program is designed for cadets to earn promotions and awards and to challenge themselves to take on a greater leadership role. The program has elective after-school curricular activities and competitive teams for the cadets to participate in. Those teams are: Rifle Team, Honor Guard, Raiders, Drill Team, Color Guard, and Exhibition Drill.

JROTC Instructors are committed to coaching and mentoring youth. They follow a high personal standard and lead by example. The program is an apprenticeship where the Instructors are positive role models for young people today who are seeking direction, guidance, values, and a purpose for their lives. Cadets develop inner strengths like integrity, dependability and self-discipline. They leave the program with confidence, respect for others and themselves, and the self-confidence to seek other avenues of success in future endeavors. <http://www.highschoolrotc.com/index.php>

There is no cost involved and the Army JROTC uniform will be issued free of cost. Two years of JROTC satisfies the HOPE requirement and the Fine Arts requirement. Additionally, two or more years of JROTC will satisfy accelerated promotions into the Active, Reserve, or National Guard Forces.

Pinellas County students may view the program highlights by clicking the link below:

<https://web.microsoftstream.com/video/f9b8c269-2fe6-4071-89b2-e19b6aeb0d63>

## **FINE ARTS**

### **Creating Two-Dimensional (2D) Art**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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.

### **2D Studio Art 2**

Prerequisite: Creating 2D Art

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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

### **Digital Art Imaging 1**

Prerequisite: Creating 2D Art 2

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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**

Prerequisite: Creating 2D Art 2

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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.

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

Prerequisite: 2D Studio Art 2 or approval of instructor

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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.

### **Advanced Placement Studio Art 2D Design**

Prerequisite: Pre-AICE Photo, Pre-AICE Art & Design, AICE Art & Design, 2D Design-Honors, Digital Art Imaging 2 or approval of instructor.

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: one-year

See the Advanced Placement section for the AP Studio Art 2D Design course description.

### **Three-Dimensional (3D) Studio Art 1**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

Students in Creating 3D 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.

### **3D Studio Art 2**

Prerequisite: Creating 3D Art

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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.

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

Prerequisite: 3D Studio Art 2 or approval of instructor

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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.

### **Advanced Placement Studio Art 3D**

Prerequisite: Pre-AICE Photo, Pre-AICE Art & Design, AICE Art & Design, 3D Design-Honors, Digital Art Imaging 2 or approval of instructor.

Grades: 11<sup>th</sup> and 12<sup>th</sup>

Length: one-year

See the Advanced Placement section for the AP Studio Art 3D course description.

### **Pre-AICE Photo**

Prerequisite: none

Grades: 9<sup>th</sup> – 10<sup>th</sup>

Length: one-year

See Cambridge AICE section for Pre-AICE Photo course description.

### **Pre-AICE Art & Design**

Prerequisite: none

Grades: 9<sup>th</sup> – 10<sup>th</sup>

Length: one-year

See Cambridge AICE section for Pre-AICE Art & Design course description.

### **AICE Art & Design AS and A levels**

Prerequisite: Pre-AICE Photo, Pre-AICE Art & Design, 3D Design-Honors, 2D Design-Honors, 3D Art AP, 2D Art AP or approval of instructor.

Grades: 11<sup>th</sup> & 12<sup>th</sup>

Length: year-long

See Cambridge AICE section for Pre-AICE Art & Design course description.

## **PERFORMING/FINE ARTS - MUSIC**

Pinellas County students may view program highlights by clicking the links below.

Chorus and Keyboarding: <https://web.microsoftstream.com/video/8e3548f8-fb54-4391-a623-6be67eb8cbf8>

### **Guitar 1 and 2**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

These courses are 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 3 and 4 Honors**

Prerequisite: Guitar 1 and/or 2

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

The purpose of these courses 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.

### **Band 1**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

The purpose of this course are 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**

Prerequisite: Band 1

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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**

Prerequisite: Band 2

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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**

Prerequisite: Band 3

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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.

### **Band 5 Honors**

Prerequisite: Band 4

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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

### **Band 6 Honors**

Prerequisite: Band 5

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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

### **Jazz Ensemble 1**

Prerequisite: Previous instrumental experience

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

The purpose of this course is to provide students with an introduction to styles and performance techniques of varied contemporary music and jazz literature.

### **Jazz Ensemble 2**

Prerequisite: Jazz Ensemble 1

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

The purpose of this course is to develop and extend an understanding of styles and performance techniques of contemporary music and jazz literature. An emphasis will be placed on basic improvisation skills, tone production, and individual and ensemble performance.

### **Jazz Ensemble 3 and 4 Honors**

Prerequisite: Jazz Ensemble 2

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

This course will develop the ability to apply the knowledge of styles and techniques of varied contemporary music and jazz literature through ensemble performance. Content includes an emphasis on producing a characteristic tone, developing individual and ensemble techniques, improvising and refining an appreciation for the history of jazz.

### **Keyboard 1**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals.

### **Keyboard 2**

Prerequisite: Piano 1

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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

### **Keyboard 3**

Prerequisite: Piano 2

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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

computer and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals.

#### **Keyboard 4 Honors**

Prerequisite: Piano 3

Grades: 12<sup>th</sup>

Length: one-year

Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

#### **Chorus 1**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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

#### **Chorus 2**

Prerequisite: Chorus 1

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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

#### **Chorus 3** Prerequisite: Chorus 2

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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

#### **Chorus 4**

Prerequisite: Chorus 3

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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

#### **Chorus 5 Honors**

Prerequisite: None

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

This year-long, advanced class is designed for selected students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities

for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

### **Chorus 6 Honors**

Prerequisite: Chorus 5

Grades: 12<sup>th</sup>

Length: one-year

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

## **PERFORMING/FINE ARTS - Theatre**

### **Theatre 1**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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**

Prerequisite: Theatre 1

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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**

Prerequisite: Theatre 2

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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**

Prerequisite: Theatre 3

Grades: 12<sup>th</sup>

Length: one-year

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**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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**

Prerequisite: Technical Theatre 1

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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**

Prerequisite: Technical Theatre 2

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

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**

Prerequisite: Technical Theatre 3

Grades: 12<sup>th</sup>

Length: one-year

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.

### **Musical Theatre 1**

Prerequisite: None

Grades: 9<sup>th</sup> – 12<sup>th</sup>

Length: one-year

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.



## **Musical Theatre 2**

Prerequisite: Musical Theatre 1

Grades: 10<sup>th</sup> – 12<sup>th</sup>

Length: one-year

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **Musical Theatre 3**

Prerequisite: Musical Theatre 2

Grades: 11<sup>th</sup> – 12<sup>th</sup>

Length: one-year

Students refine their audition techniques and performance/audition portfolio and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **AVID**

### **AVID 1 (Freshmen)**

Focus: Support for rigorous high school content, exploring college options, PSAT prep

#### Requirements

Enrolled in at least 1 honors level or pre-AICE course

Maintain 2.5 GPA or higher

Submit Application

### **AVID 2 (Sophomores)**

Focus: Support for rigorous high school content, analysis of college & scholarship requirements, PSAT/SAT/ACT prep

#### Requirements

Enrolled in at least 2 honors level or Pre-AICE course.

Unweighted GPA of 2.5 or higher.

Submit Application

### **AVID 3 (Juniors)**

Focus: Support for college level courses, SAT/ACT prep, finalizing college choices and starting the application process, and scholarships.

#### Requirements

Enrolled in at least 3 advanced courses, 1 of these must be college level (AICE, AP, Dual Enrollment)

Unweighted GPA of 2.5 or higher.

Submit Application

### **AVID 4 (Seniors)**

Focus: Support for college level courses, applying to colleges, FAFSA, scholarships, increasing SAT/ACT scores, prep for college life.

#### Requirements

Enrolled in at least 3 advanced courses, two of these must be college level (AICE, AP, Dual Enrollment)

Unweighted GPA of 2.5 or higher.

Submit Application

## Exceptional Student Education

Exceptional Student Education (ESE) student schedules are designed and created based on the Florida Standards and Diploma options outlined in the (Individual Education Plan) IEP.

Specialized Electives such as Learning Strategies, Unique Skills, Career Experience and Prep for Entrepreneurship are available to ESE students that provides support in the area of academics and behavior as it relates to the goals outlined within their IEP. Learning Strategies is available for grades 9-12, requires no prerequisite, and is a year-long course. For more information on ESE schedules and available courses, please contact your case manager or the VE specialist at 727-547-7876.

## ESOL Courses

Developmental Language Arts or DLA courses are designed to support students in the ESOL program. English learner students are placed in either DLA-A or DLA-B according to their ACCESS proficiency scores. DLA A and B require no prerequisites and are year-long courses. Both are designed to support students with academic language being used in their core content classes. For more information regarding ESOL schedules and supports, please contact the ESOL department chair at 727-547-7876.

## Hollins HEROS – Helping Every Royal Out

The Hollins HEROS are an essential part of the Hollins High School community. The HEROS are a close-knit, cohesive, service-oriented group whose purpose is to help their fellow Royals through student leadership, mentorships, collaborative activities, and assisting with the HHS food pantry, clothes closet, and teen court programs. Hollins HEROS extend beyond the walls of the high school to serve the community and surrounding middle and elementary schools. The Hollins HEROS cultivate their leadership skills beginning with a summer leadership institute, participation in the Hollins HEROS course offerings, and by volunteering. The courses are designed for leadership development and require an application for acceptance. Rising juniors and seniors are invited to apply. Students must be in good academic standing, minimal discipline concerns, and exhibit better than average attendance rate. Hollins HEROS may earn up to 70 hours of community serve per semester.

The Hollins HEROS program is organized by two levels of leadership development:

1. Volunteer/Public Service (1<sup>st</sup> semester) and Volunteer/School Community Service (2<sup>nd</sup> semester)
2. Leadership Skills Development (year-long)

For additional information, please contact Mrs. August at [augusts@pcsb.org](mailto:augusts@pcsb.org) or Mrs. Metcalf at [metcalfca@pcsb.org](mailto:metcalfca@pcsb.org)

## Course Request Procedures

The course request process is vital in creating a path to graduation that best suits your academic aspirations. The course request process is a collaborative effort among students, teachers, school counselors, and parents. Current Hollins High School students will have an opportunity every January to participate in an Elective Fair to investigate which courses/programs are of interest to them. Students will also have opportunities to discuss with their teachers' which course are appropriate according to their academic achievement and aspirations. Student may also receive recommendation from teacher regarding which courses to take. After their Elective Fair, students will receive their grade level course request sheets to share with their parent/guardian before sitting with a school counselor to finalize their course selections.

Any student wishing to change a course that has been requested must do so by the deadline announced at the beginning of each semester. Schedule changes and/corrections will first be considered utilizing the following criteria:

Computer errors due to miscoding, dropping of a section, etc.

Failure to pass the course the previous semester or failure to meet the course pre-requisites

Level changes

Course needed to meet graduation requirements

Administrative changes

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

**HOLLINS HIGH SCHOOL**

Course Selection Worksheet



Hollins High School  
9<sup>th</sup> Grade Course Request



Hollins High School  
10<sup>th</sup> through 12<sup>th</sup> Grade Course Request