

Curriculum Guide



East Lake
High School

*SOAR TO
100% STUDENT SUCCESS*

2024 - 2025

Table of Contents

PRINCIPAL’S MESSAGE	2
COLLEGE ADMISSIONS.....	5
FLORIDA BRIGHT FUTURES (2024 GRADUATES)	6
<i>Award Level and Length for Florida Medallion Scholars</i>	7
<i>Award Level and Length for Florida Gold Seal Vocational Scholars</i>	8
TESTING	9
SCHOOL COUNSELING DEPARTMENT	10
ENGLISH LANGUAGE ARTS	15
MATHEMATICS	20
SCIENCES	24
SOCIAL STUDIES	28
WORLD LANGUAGES.....	33
PHYSICAL EDUCATION.....	37
VISUAL ARTS	41
ACADEMY OF PERFORMING ARTS	44
ACADEMY OF BIOMEDICAL SCIENCES.....	53
ACADEMY OF BUSINESS CAREERS.....	55
EAGLE WORKS ENGINEERING.....	58
ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)/DUAL ENROLLMENT (DE)	59
AP CAPSTONE	63
EXCEPTIONAL STUDENT EDUCATION (ESE).....	65

Principal's Message

Welcome to the 2024-2025 school year!

This curriculum guide has been designed to help you map out the yearly courses and give you a snapshot of what your educational future will hold at East Lake High School. Please take this opportunity to review the courses described in this guide. While selecting courses, your decisions should be guided by career interests, special programs, course sequence and levels, graduation requirements and post-secondary admission policies. In order to be successful in your selection process, please consider the following:

Focus on Academics – we have created a curriculum with rigor and relevance. We have courses appropriate for all levels and we will offer a wide selection of Advanced Placement (AP) courses for the 2024-2025 school year.

Challenge Yourself – You are all capable of completing college-level courses! To be successful, you need to have a strong curiosity in the subject and the willingness to work hard.

Get Involved – We are proud to have quality programs supporting academia, athletics, and the arts. Our fine arts and practical arts programs are consistently recognized for excellence at both the district and state levels!

Prepare for the FAST, EOC, SAT, ACT and Beyond – Every test is vital to your future regarding assessment and opportunity. We are committed to providing special programs that increase student achievement.

Ask Questions – Review this guide with your parents and/or guardians and consider your options very carefully. Once selections have been made, verification sheets listing course requests will be available for review. At this time, carefully study the courses selected to ensure the accuracy of the listed choices and contact the counselors for adjustments if necessary.

We look forward to working with you to provide a memorable and rewarding academic experience.

Daniel Schmittiel, Principal

Administration

Daniel Schmittiel.....Principal

Shawn AndersonAsst. Principal – Gr. 9 (2024-25)

Dwight LatimoreAsst. Principal – Gr. 10 (2024-25)

Chiquita GodwinAsst. Principal – Gr. 11-12, Alpha A-K

Megan HatfieldAsst. Principal – Gr. 11-12, Alpha L-Z

Andrew Cappa.....School Resource Officer

Sean Duckers.....School Resource Officer

Counselors

Jennifer McGinnis

Kayleigh Douaihy (*Bordenkircher*)

Leah Liguori

Jennifer Fernandez

Pinellas County School Board

Laura Hine, Chairperson

Carol J. Cook, Vice Chairperson

Lisa N. Cane

Caprice Edmond

Eileen M. Long

Stephanie Meyer

Dawn M. Peters

Area I Superintendent

Dr. Christen Gonzalez

Superintendent

Kevin Hendrick

ACADEMIC REMINDERS

Required Grade Point Average:

Students entering 9th grade during 2000-2001 and subsequent years must achieve a cumulative grade point average of 2.0 or above on a 4.0 scale to be eligible for a diploma. All high school courses taken will be included in the GPA calculation unless the grade has been forgiven.

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)	D = 1 grade point (60-69)
B = 3 grade points (80-89)	F = 0 grade points (0-59)
C = 2 grade points (70-79)	I = 0 grade points

Exam Requirements* School Board Policy 5420.03

1. Final examinations shall be required in the following courses: art, music, social studies, science, language arts and reading, math, world languages, physical education, driver's education, health education and vocational.
2. All students shall take final examinations in those courses for which such examinations are required. An Advanced Placement or International Baccalaureate exam may be taken in lieu of a teacher developed final exam in those designated courses. In such case, the student must still attend his or her regular subject area classes for structured activities and/or projects until the end of the grading period.
3. In the event a student is unable to take an examination at the given time because of a legitimate absence through illness or some other serious reason, the student shall be given an opportunity to make up the examination without penalty of any kind.
4. In the event a student is under suspension during such an examination period, the principal shall provide for the student's taking of the examination either at the given time or through some special arrangement, at the discretion of the teacher and principal.

Final Exam Requirement:

With the following enumerated exceptions, students who have a course grade of "A" or "B" in the 1st and 2nd nine weeks and have a provisional course grade of "A" or "B" in the 3rd nine weeks are not required to take the final in that course. Except for second semester seniors, this provision shall apply to no more than three courses each semester. The provisional 3rd nine weeks grade will be based on the grades earned for the first four weeks of the third grading period. The student must maintain the "A" or "B" grade through the remainder of the 3rd nine weeks.

Exceptions:

1. The student is enrolled in the same course during two (2) terms of the same school year. In such cases, the student is required to take at least one (1) final exam in that course.
2. The student has been enrolled in a District public high school for less than the entire term. In such cases, the student is required to take all exams.
3. The student has five (5) or more absences per semester in any class. If so, the student is required to take the final exam in all classes. For purposes of this policy a student who is not present in class at least one half of the class period shall be counted absent. Preapproved absences for school sponsored activities, religious holidays, and college/post-secondary visitation shall not be counted in calculating the five (5) or more absences specified above. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one (1) day per year for juniors.
4. The final exam is a State-required End of Course (EOC) exam.

Early Exams

1. No early exams shall be administered prior to the last twelve (12) school days of each semester.
2. Students shall pay a reasonable fee per examination as established by the Superintendent.
3. Early examinations shall not be given during regular school hours. Early examinations may be administered after school hours and on weekends.
4. In courses where the teacher chooses to give an oral/participation examination the exam shall be administered by that teacher.

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:

Entry 2014-2015 School Year or After

	A	B	C	D	F
Honors (Q)	4.5	3.5	2.5	1	0
Regular	4	3	2	1	0

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

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

Summa cum laude GPA greater than 4.0

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

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

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

* *Valedictorian and Salutatorian Identification*: Each high school will identify a Valedictorian and Salutatorian based on class rank (see policy 5.15 (7) (a)) and students who qualify for summa cum laude, magna cum laude or cum laude status based upon the cumulative weighted grade point average as determined within this policy. For the purpose of determining the Valedictorian and Salutatorian a graduating 12th grader may drop high school credit courses taken in middle school or outside the regular school day in grades 9-12 from the calculation if the courses are not needed for graduation. Such selection does not provide that the students will address the graduating class. The choice of graduation speaker shall be made at the discretion of the principal. Students graduating with 18 credits in the accelerated graduation option are not eligible for Valedictorian or Salutatorian. Also, students enrolling in any specialty program with special program requirements may not have room in their schedule to guarantee enough quality point electives to qualify for Valedictorian or Salutatorian status.

College Admissions

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

COMPETITIVE ADMISSION PRACTICES

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

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

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

Electives should be approved courses in any of the five subject areas listed above. Students intending to apply to college, however, are strongly advised to take at least four units in each of the five core subject areas.

A student who has less than the required 3.0 average must present a combination of grade point average and SAT or ACT, scores as outlined in a scale, as approved by the State Board of Regents. Please see your counselor for further details.

EARLY COLLEGE PROGRAM

Pinellas County has partnered with St. Petersburg College to allow a few select students to attend St. Petersburg College full-time during their junior and senior years and still retain their "seat" at East Lake High School. Students may also continue to participate in extra-curricular activities at ELHS. Information is available through the SPC campuses in Seminole, St. Petersburg and Tarpon Springs.

EARLY ADMISSIONS

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

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

- have completed three full years of high school;
- have a cumulative grade point average of 3.0 on a 4.0 scale;
- have met the minimum level of performance for high school graduation on the FSA;
- have earned an acceptable score on the college placement test;
- have obtained the signature of the high school principal on the application for Early Admission to college; and
- meet the college application deadline.

The curriculum assistant principal in each high school has further details regarding this program.

TALENTED TWENTY

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

FLORIDA BRIGHT FUTURES (2024 GRADUATES)

GENERAL ELIGIBILITY REQUIREMENTS FOR THE FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution.
- Complete the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
- Earn a standard Florida high school diploma or its equivalent from a Florida public high school or a registered Florida Department of Education private high school.
- Be accepted by, enroll in a degree or certificate program, and be funded at an eligible Florida public or independent postsecondary institution within 2 years from the student's year of high school graduation.
(Students who enlist in the military may defer the commencement of their scholarship. The 2-year eligibility period and 5-year renewal period will commence upon separation from active duty.)
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be enrolled for at least 6 non-remedial semester credit hours (or the equivalent in quarter or clock hours) per term.

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

The grade point average calculated by the Florida Bright Futures Scholarship Program evaluation system to determine initial eligibility is based on the weighting of certain courses. The following courses are weighted .25 per semester course or .50 per year course.

- Courses identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, International Baccalaureate, Honors, Pre-Advanced International Certificate of Education (Pre-AICE), or Advanced International Certificate of Education (AICE) or academic Dual Enrollment. For example, whereas an 'A' equals 4 quality points for an unweighted year-long course, an 'A' would equal 4.5 quality points for a weighted year-long course.

If necessary, students may use two additional credits from courses in the above academic areas, or from AP, IB, or AICE fine arts courses to raise their GPA.

Deadlines for Meeting Eligibility Requirements

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

Mid-year Graduates

A mid-year graduate is a student who graduates between September 1st and January 31st of an academic year. The student must submit the *Florida Financial Aid Application* by August 31st PRIOR TO the intended graduation date. There are NO EXCEPTIONS to this application deadline. The student must meet the scholarship requirements in effect for the academic year in which he/she graduates. (Example: A December 2014 graduate must meet the 2014-15 scholarship eligibility requirements as well as the general program requirements.)

Service hours completed by high school graduation and test scores for test dates through January 31 will be considered in a mid-year graduate's Final Evaluation. A student's Final transcript evaluation MUST include a graduation date.

If a student does not graduate mid-year as planned and wishes to apply as an end-of-year graduate, the student must submit a new FFAA after the application opens on December 1.

FLORIDA ACADEMIC SCHOLARS AWARD: Specific Requirements for Florida Academic Scholars

Florida high school students who wish to qualify for the Florida Academic Scholars (FAS) award must meet the following initial eligibility requirements:

- ♦ Graduate high school from a Florida public high school with a Florida Standard Diploma, graduate from a registered Florida Department of Education private school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (see Out-of-State Students section on the Bright Futures website for more details).
- ♦ Complete 100 hours of documented community service. Students must be a high school student (students are considered a high school student beginning in the summer before 9th grade) and complete the required paperwork, signed and

approved by the high school community service designee. These hours must be completed by the date of graduation. (Students who complete the IB curriculum meet the service hour requirement through their IB curriculum.)

In addition, meet one of the following:

- ♦ Earn an unrounded, *weighted* minimum 3.5 GPA using the 16 high school academic courses that are aligned with the State University admission requirements (see High School Course Credits below for specifics) *plus* earn a 1330 SAT or 29 ACT test score; *or*
- ♦ Earn an International Baccalaureate (IB) Diploma; *or*
- ♦ Complete the IB curriculum *plus* earn a 1330 SAT or 29 ACT test score; *or*
- ♦ Earn the AICE Diploma; *or*
- ♦ Complete the AICE curriculum *plus* earn a 1330 SAT or 29 ACT; *or*
- ♦ Be a National Merit or Achievement Scholar/Finalist, *or*
- ♦ Be a National Hispanic Scholar

High School Course Credits

For the Florida Academic Scholars, the required coursework aligns with the State University System admission requirements: 4 English (*three must include substantial writing*); 4 Mathematics (*at or above the Algebra 1 level*); 3 Natural Science (*two must have substantial laboratory*); 3 Social Science and 2 World Language (*sequential in the same language*) The world language requirement can be met by demonstrating proficiencies based on scores on Credit-By-Exam Equivalencies, or other university approved means. Otherwise, the high school transcript must include a world language “completer” course to show that the world language requirement has been met.

Award Level and Length for Florida Academic Scholars

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type. Student must be initially funded within two years after high school graduation. A Florida Academic Scholar may receive funding for up to five years from high school graduation for a maximum of 120 semester hours (or equivalent) toward the completion of a certificate or a first baccalaureate degree. This also applies to students in 3/2 programs who are classified as an undergraduate. Extended hours of funding are available to FAS students enrolled in a single program of study requiring more than 120 hours by submitting an Extended Hours Application (available on the Bright Futures website).

FLORIDA MEDALLION SCHOLARS AWARD

Specific Requirements for Florida Medallion Scholars

Florida high school students who wish to qualify for the Florida Medallion Scholars (FMS) award must meet the following initial eligibility requirements:

- ♦ Graduate high school from a Florida public high school with a Florida Standard Diploma, graduate from a registered Florida Department of Education private school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (see Out-of-State Students section on the Bright Futures website for more details).
- ♦ Complete 75 hours of documented community service. Students must be a high school student (students are considered a high school student beginning in the summer before 9th grade) and complete the required paperwork, signed and approved by the high school community service designee. These hours must be completed by the date of graduation. (Students who complete the IB curriculum meet the service hour requirement through their IB curriculum.)

In addition, meet one of the following:

- ♦ Earn an unrounded, *weighted* minimum 3.0 GPA using the 16 high school academic courses that are aligned with the State University admission requirements (see High School Course Credits below for specifics) *plus* earn a 1210 SAT or 25 ACT test score; *or*
- ♦ Complete the IB curriculum *plus* earn a 1210 SAT or 25 ACT; *or*
- ♦ Earn the AICE diploma; *or*
- ♦ Complete the AICE curriculum *plus* a 1210 SAT or 25 ACT; *or*
- ♦ Be a National Merit or Achievement Scholar or Finalist, *or*
- ♦ Be a National Hispanic Scholar

High School Course Credits

For the Florida Medallion Scholars, the required coursework aligns with the State University System admission requirements: 4 English (*three must include substantial writing*); 4 Mathematics (*at or above the Algebra 1 level*); 3 Natural Science (*two must have substantial laboratory*); 3 Social Science and 2 World Language (*sequential in the same language*) The world language requirement can be met by demonstrating proficiencies based on scores on Credit-By-Exam Equivalencies, or other university approved means. Otherwise, the high school transcript must include a world language “completer” course to show that the world language requirement has been met.

Award Level and Length for Florida Medallion Scholars

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit

hour based on award level, institution type, and credit type. Student must be initially funded within two years after high school graduation. A Florida Medallion Scholar may receive funding for up to five years from high school graduation for a maximum of 120 semester hours (or equivalent) toward the completion of a certificate or a first baccalaureate degree. This also applies to students in 3/2 programs who are classified as an undergraduate. Extended hours of funding are available to FMS students enrolled in a single program of study requiring more than 120 hours by submitting an Extended Hours Application (available on the Bright Futures website).

FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD

Specific Requirements for Florida Gold Seal Vocational Scholars

Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSV) award must meet the following initial eligibility requirements:

- ◆ Graduate from high school with a Standard Diploma;
- ◆ Earn an unrounded, weighted minimum 3.0 GPA in the non-elective high school courses;
- ◆ Take at least 3 full credits in a single Career and Technical Education program;
- ◆ Achieve the required minimum 3.5 unweighted GPA in the career education courses;
- ◆ Complete 30 hours of documented community service. Students must be a high school student (students are considered a high school student beginning in the summer before 9th grade) and complete the required paperwork, signed and approved by the high school community service designee. These hours must be completed by the date of graduation. (Students who complete the IB curriculum meet the service hour requirement through their IB curriculum.)
- ◆ Earn the following scores:
 - ◆ Postsecondary Education Readiness Test (PERT) – Reading 106, Writing 103, Math 114, *or*
 - ◆ SAT – Verbal 440, Math 440, *or*
 - ◆ ACT – Reading 19, English 17, Math 19
 - ◆ CLT – _____

Award Level and Length for Florida Gold Seal Vocational Scholars

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type. Student must be initially funded within two years after high school graduation and may receive funding for up to five years from high school graduation. GSV awards may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program. Students may be funded for 100% of a program of study, up to:

- 72 hours for Technical Degree Education (AS, AAS, CCC) and Career Certificate Programs (PSAV) programs
- 60 hours for Applied Technology Degree (ATD) programs

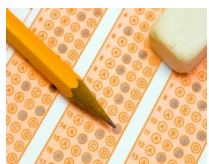
Brooke Pair
pairb@pcsb.org

Financial Aid/Florida Bright Futures
Please disregard earlier information sheets

727-588-6013
2/4/2015

The Florida Legislature could change scholarship requirements during any legislative session. For further information and updates, please refer to the Bright Futures website at <http://www.floridastudentfinancialaid.org/SSFAD/bf/bfmain.htm>. Information supplied is the most current at this time.

Testing



The following are key standardized tests administered at the school:

Florida Assessment of Student Thinking (FAST):

Students in tenth grade must pass the English Languages Arts (ELA) assessment to graduate. This test is made up of a Text-based Writing Component and Reading Assessment. Students who do not pass the 10th grade FAST ELA assessment will be placed in an intensive class until a passing score is obtained – students take this assessment each year, up until 10th grade, which can determine reading placement year to year as well for appropriate student supports. A college ready score on the ACT or SAT can be used to supplement passage on the FAST ELA. See your Guidance Counselor for more details.

EOC:

Students entering 9th Grade in specified school years must take the following statewide, standardized EOCs (End-of-Exams):

- Algebra I beginning in 2010-2011 – **Must pass to graduate**
- Geometry beginning in 2011-2012
- Biology I beginning in 2011-2012
- US History beginning in 2011-2012

ASVAB:

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

PSAT/NMSQT:

The Preliminary SAT (PSAT) is a valuable tool for students. Pinellas County Schools pays for all 9th and 10th 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 9th and 10th grade students, we strongly encourage 11th 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.

PERT:

The purpose of the PERT (Post-Secondary Readiness Test) is designed to measure entry-level skills in writing, reading and mathematics. State law mandates that state-supported institutions test their students' entry-level skills.

ACT:

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

SAT:

The SAT (Scholastic Aptitude Test) is a college entrance exam offered seven times a year. It is composed of timed verbal and mathematical sections. The verbal section includes analogies, sentence completions and questions based on reading passages. The mathematical section includes algebra, geometry and reasoning. Registration materials for the SAT are available in the guidance office and online on www.collegeboard.com.

CLT:

A.P. TEST:

Students in A.P. (Advanced Placement) classes are tested each year (usually in May) to determine whether college credit is awarded.

AICE TEST:

Student Services

Jennifer McGinnis
School Counselor

Kayleigh Douaihy
School Counselor

Jennifer Fernandez
School Counselor

Leah Liguori
School Counselor

Sharon Fahey
Social Worker

Mikayla Drymond
Psychologist

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

- * Individual/group counseling
- * Anger management
- * Peer mediation/life skills training
- * Alcoholism/substance abuse awareness
- * Intervention support groups
- * Hospice services
- * Academic coaching
- * Psychological evaluation
- * Social work services

School Counseling Department

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

- * Meeting graduation requirements
- * College and university admissions procedures
- * Academic tutoring
- * Developing effective study skills
- * Financial aid and scholarship information
- * Dropout prevention services
- * Exploring career choices
- * Preparing leaders for the 21st century
- * Interpretation of student testing and academic records

Registration:

When meeting with your counselor to plan your schedule, we kindly ask that you keep the following in mind:

- * Registration begins during the second semester.
- * Discuss course selections with your teachers and parents.
- * Signatures are required for Honors and AP level courses.
- * Choose electives wisely when completing your registration form.

Schedule Corrections:

Schedule corrections will be made for the following reasons:

1. Course was not requested, nor selected as an alternate.
2. Student does not meet requirements for course.
3. Another course is required for graduation or college admission.
4. Already have credit for the course.

NO corrections will be made for the following reasons:

1. Change of mind about courses selected at registration.
2. Personal opinion as to difficulty of the course.
3. Desire to have a class at a more “convenient” time.
4. Preference for a teacher.
5. Concern that course will negatively affect GPA.

Planning for Success

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

9th Grade

- ✓ Plan all your high school courses with your career goal in mind using Future Plans.
- ✓ Keep in mind that your grades from 9th grade forward affect your overall high school GPA.
- ✓ Participate in school or community extracurricular activities.
- ✓ Discuss a college or post-secondary savings plan with your parents.
- ✓ Websites recommended to review are floridashines.org and connectedu.net.
- ✓ Take the PSAT and sign up for Khan Academy.

10th Grade

- ✓ Enroll in courses appropriate for your career goal.
- ✓ Start looking into general post-secondary opportunities, including prerequisite courses and GPA standards.
- ✓ Complete Future Plans.
- ✓ Continue involvement in volunteer activities and pursue leadership roles in them.
- ✓ Participate in summer programs or a job/internship that has relevance to your career choice.
- ✓ Continue to develop an educational savings plan and discuss college costs with your family.
- ✓ Take the PSAT and sign up for Khan Academy (if not completed in ninth grade).

11th Grade

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

Senior Year - Next Steps

ALL SENIORS SHOULD:

Review your credit check to make sure you have 17 credits before you start your senior year and, if not, sign up for night school, Pinellas Virtual, Florida Virtual School (FLVS), and/or the Extended Learning Program (ELP)!

MILITARY

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

PTC (Pinellas Technical College)

- ✓ Take ASVAB test to help identify areas of interest.
- ✓ Sign up for a PTC field trip.
- ✓ Take the TABE test, each program has a cut-off score.
- ✓ Complete an application for PTC.
- ✓ Talk to a representative in the cafeteria on designated days.
- ✓ Take the ACT and/or SAT for Bright Futures. PERT scores can be used for the Gold Seal Vocational Scholarship.

TWO-YEAR COMMUNITY COLLEGE

- ✓ Visit with a representative in the cafeteria on designated days.
- ✓ Register for the next ACT or SAT or take the PERT at SPC if you have not already done so.
- ✓ Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- ✓ Complete the Pinellas Education Foundation scholarship application.
- ✓ Complete hours of pre-approved community service for the Bright Futures Scholarship (Bright Futures scholarships cannot be used for remedial courses.)

FOUR-YEAR UNIVERSITY

- ✓ Narrow down school application choices. You can use Naviance.
- ✓ Register for the SAT or ACT if you have not taken either one.
- ✓ Communicate your plans with your counselor.
- ✓ Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- ✓ Attend a College Night - SPC scheduled in October.
- ✓ Attend the district's Financial Aid Workshop.
- ✓ Complete FAFSA (Free Application for Federal Student Aid) as soon after October 1st as possible.
- ✓ Complete the Pinellas Education Foundation online form and apply for all scholarships available.
- ✓ Request transcripts by completing a transcript request form. Transcripts are free; students can be charged \$2 for official copies. If you are applying to a private school, you will need to request an application directly from them and include an official transcript with your application packet.
- ✓ Complete hours of pre-approved community service for the Bright Futures Scholarship (Bright Futures scholarships cannot be used for remedial courses.)

Four (4) documented college visitation days will be allowed for students, beginning at the start of the junior year through the end of the senior year. Armed Forces and vocational school visitations will also fall under this provision. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one (1) day per year for juniors.

Seven Period Day

East Lake High's schedule is a 7 period day schedule. This consists of seven class periods of approximately 48 minutes each. Under a seven period day schedule, students may earn three and a half (3.5) credits in each semester (0.5 for each class) for a total of seven (7) credits per year – assuming a student passes everything.

One credit courses will be year-long and are completed in two semesters (August until June – earning a full [1] credit).

Half-credit courses are one semester (August until January or January until June and earn one-half [1/2] credit).

Grading on a Seven Period Day Schedule

Students will earn credits each semester. They receive ½ credit for each class per semester for each passing grade. Grades are posted each (nine weeks) grading period and a report card distributed for every student.

Exams and Exemptions

Final Exam Requirement - Students who have a course grade of “A” or “B” in the 1st and 2nd nine weeks and have a provisional course grade of “A” or “B” in the 3rd nine weeks are not required to take the final in that course. Except for second semester seniors, this provision shall apply to no more than three courses each semester. The provisional 3rd nine weeks grade will be based on the grades earned for the first four weeks of the third grading period. The student must maintain the “A” or “B” grade through the remainder of the 3rd nine weeks.



Calculating Final Grades

The final grade in high schools offering the seven (7) credit schedule is a semester grade determined by giving a 75% weight to the two quarter grades and 25% weight to the final examination.

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

In the case where a student exempts the final examination, the two quarter grades will be determined by averaging the two quarter grades.

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

Honors Quality Points

Courses which qualify for quality points are noted in the curriculum guide with a Q in the heading. These courses will be indicated on the report card under the heading “LEVEL.” The quality point applies from this year forward and may not apply to prior year students.

Honor Courses: Courses will offer learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students will engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, and solving problems. Students will develop and demonstrate skills through participation in a capstone and/or extended research-based paper/project (e.g., national history competitions, citizenship projects, mock congressional hearings, investment portfolio contests, or other teacher-directed projects).

Sample Student Schedule

Grade 10 Student

Total credits - 7

First Semester	Second Semester
English II Honors	English II Honors
Biology Honors	Biology Honors
2D Art 1	2D Art 1
Spanish II	Spanish II
Geometry Honors	Geometry Honors
HOPE	HOPE
World History Honors	World History Honors



English Language Arts

All English courses have summer reading requirements. Visit the school website for information on summer reading for your specific course.

AP/AICE Options

Q* AP English Language and Composition

Course # 1001425
Grade Level 10-12
Length 1 year
Prerequisite One full credit English Honors 2 and/or AICE General Paper
Credit 1

Q* AP English Literature and Composition

Course # 1001430
Grade Level 10-12
Length 1 year
Prerequisite One full credit in AP English Language and Composition
Credit 1

Q* AICE General Paper

Course # 1009400
Grade Level 10-12
Length 1 year
Prerequisite One full credit in English Honors 2
Credit 1

Grade level: 10 or 11

**Prerequisite: AICE English General Paper
English Honors II Full Year-Credit Q**

Students are required to take the Advance Placement examination. This course satisfies the English III requirement. Summer reading is required to be completed by the first day of school.

Advanced Placement English: Literature and Composition

Grade level: 11-12

Prerequisite: AP Lang Full Year – Credit Q

Students are required to take the Advance Placement exam. This course substitutes for the English IV requirement. Summer reading is required.

NOTE: The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted.

Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

English I	
Course #	10013101,2
Grade Level	9
Length	1 year
Prerequisite	M/J Language Arts 3 (any level)
Credit	1
English I focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements, and on using the writing process to produce various types of papers. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.	

Q English Honors I	
Course #	10013201,2
Grade Level	9
Length	1 year
Prerequisite	M/J Language Arts 3A or M/J Language Arts 3
Credit	1
This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements and on using the writing process to produce various types of papers. Advanced speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.	

English II	
Course #	10013401,2
Grade Level	9-10
Length	1 year
Prerequisite	English I (any level)
Credit	1
English II focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices, and themes and on using the writing process to produce specified types of papers. Speaking and listening skills, vocabulary skills, study skills, reference skills, and a study of mass media are also included.	

Q English Honors II	
Course #	10013501,2
Grade Level	9-10
Length	1 year
Prerequisite	English Honors I or English I
Credit	1
This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices, and themes and on using the writing process to produce specified types of essays. Advanced speaking and listening skills, vocabulary skills, study skills, reference skills, a study of mass media, and practical writing are also included.	

English IV	
Course #	1001400
Grade Level	11-12
Length	1 year
Prerequisite	English III (any level)
Credit	1
This course focuses on the close reading and careful analysis of complex literary (with an emphasis on British and World literature) and informational texts, and the compositional process. Students develop skill in reading analytically, speaking and listening, language, and composition. Emphasis is placed on key ideas and details, author's craft and structure, integration of knowledge and ideas, the range of reading and level of text complexity, vocabulary development, student research, and the process and production of various modes of writing for a variety of purposes.	

Q English Honors IV	
Course #	10014101,2
Grade Level	11-12
Length	1 year
Prerequisite	English Honors III or English III
Credit	1
This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors and periods of British and world literature and on using the writing process to produce specified types of papers, including literary analysis, the argumentative essay, and the research paper. Advanced speaking and listening skills, vocabulary development, reference and study skills, and the history of the English language are included.	

Q* AICE English General Paper	
Course #	10014201,2
Grade Level	11, 12 (in some cases, grade 10)
Length	1 year
Prerequisite	English Honors II
Credit	1
<p>This syllabus builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyse opinions and ideas and learn how to construct an argument. This syllabus develops highly transferrable skills including:</p> <p>how to develop arguments and present reasoned explanations, a wider awareness and knowledge of current issues, independent reasoning/interpretation/persuasion skills, the ability to present a point of view clearly and reflect upon those of others.</p>	

Q* Advanced Placement English: Language and Composition	
Course #	10014201,2
Grade Level	10-12
Length	1 year
Prerequisite	English Honors II or AICE General Paper
Credit	1
<p>The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. The course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods to gain understanding of the connections between writing and reading.</p> <p>Students are required to take the Advanced Placement examination.</p>	

Q * Advanced Placement English: Literature and Composition	
Course #	10014301,2
Grade Level	12 (in some cases, grade 11)
Length	1 year
Prerequisite	English Honors III or AP English Language and Composition
Credit	1
<p>AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements, such as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays.</p> <p>Students are required to take the Advanced Placement examination.</p>	

Q* Composition I	
Course #	ENC 1101
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA
Credit	1
<p>Composition I, ENC 1101, “is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay including practice in information retrieval from electronic and other sources, and in the selection restriction, organization, and development of topics. It also offers the student opportunities to improve abilities 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.” <i>Meets the graduation requirement for either English III or English IV. Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be permitted to take the course on the SPC campus unless the on campus course is full.</i></p>	

Q* Composition II	
Course #	ENC 1102
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA, ENC 1101
Credit	1
<p>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. <i>Meets the graduation requirement for English IV. Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be permitted to take the course on the SPC campus unless the on campus course is full.</i></p>	

Journalism III (Yearbook)	
Course #	10063201,2
Grade Level	11-12
Length	1 year
Prerequisite	Journalism II (Yearbook)
Credit	1
<p>The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes. Students will produce the school newspaper and/or the school yearbook.</p>	

Journalism IV (Yearbook)	
Course #	10063201,2
Grade Level	12
Length	1 year
Prerequisite	Journalism III (Yearbook)
Credit	1
<p>The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes. Students will produce the school newspaper and/or the school yearbook.</p>	

Q Literature in the Media	
Course #	1005365
Grade Level	11-12
Length	1 year
Prerequisite	Completed English Honors II
Credit	1
<p>The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional literary texts and non-traditional texts in such media as film, television, cartoons, graphic novels, advertisements, and commercials. Included will be reading, listening, and viewing skills; the elements of literature and various media forms; and critical and aesthetic responses.</p>	

English Language Arts Elective Courses

Journalism I	
Course #	10063001,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
<p>The purpose of this course is to provide instruction in the basic aspects of journalism and provide workshop experiences in journalistic production. Topics include media literacy, the history and ethics of journalism, and interviewing techniques.</p>	

Journalism II (Yearbook)	
Course #	10063101,2
Grade Level	10-12
Length	1 year
Prerequisite	Journalism I
Credit	1
<p>The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes. Students will produce the school newspaper and/or the school yearbook.</p>	

Intensive Reading 1-4	
Course #	Grade 9: 1000412 Grade 10: 1000414 Grade 11: 1000416 Grade 12: 1000418
Grade Level	9-12
Length	Grade 9-10: 0.5 credit; Grade 11-12: 1 credit
Prerequisite	None
Credit	Grade 9-10: 0.5 credit; Grade 11-12: 1 credit
<p>Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.</p> <p>Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.</p>	

Mathematics

Students will be placed in their math classes according to FAST/EOC results and grades through Algebra II.

Teachers will recommend courses beyond that level.

AP/AICE Options

Q* Advanced Placement Pre-Calculus

Course #

Grade Level 10-12

Length 1 year

Prerequisite One full credit in Algebra 2

Credit 1

Q* Advanced Placement Statistics

Course # 12103201,2

Grade Level 11-12

Length 1 year

Prerequisite One full credit in Algebra 2

Credit 1

Q* Advanced Placement Calculus AB

Course# 12023101,2

Grade Level 11-12

Length 1 year

Prerequisite One full credit in Pre-Calculus

Credit 1

Q* Advanced Placement Calculus BC

Course # 12023201,2

Grade Level 12

Length 1 year


Prerequisite One full credit in AP Calculus AB

Credit 1

NOTE: The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted.

Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

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

		
*Algebra 1		
Course #	12003101,2	EOC
Grade Level	9-12	
Length	1 year	
Prerequisite	None	
Credit	1	
In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.		

*Algebra 1A	
Course #	1200370
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.	

Geometry		
Course #	12063101,2	EOC
Grade Level	9-12	
Length	1 year	
Prerequisite	Completion of the Algebra 1 course or equivalent (See Note) One full credit of the Algebra 1 course or completion of an Algebra 1 or equivalent course with a passing grade.	
Credit	1	

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

Q Geometry Honors		
Course #	12063201,2	EOC
Grade Level	9-12	
Length	1 year	
Prerequisite	One Algebra 1 credit of level 4 or 5 and a passing grade in Algebra 1 Honors or one full credit in Algebra 1 or Algebra 1 Honors	
Credit	1	
In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.		

Algebra 2	
Course #	12003301,2
Grade Level	9-12
Length	1 year
Prerequisite	One credit in Algebra 1 or equivalent
Credit	1
In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.	

Q Algebra 2 Honors	
Course #	12003401,2
Grade Level	9-12
Length	1 year
Prerequisite	One full credit in Algebra 1 Honors or one full credit in Algebra 1 and enrollment in AVID
Credit	1
In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.	

Math for College Algebra	
Course #	1200710
Grade Level	10-12
Length	1 year
Prerequisite	One full credit in Algebra 2 or higher
Credit	1
In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.	

Math for College Liberal Arts	
Course #	1207350
Grade Level	10-12
Length	1 year
Prerequisite	One full credit in Geometry or higher
Credit	1
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	
Course #	1200384
Grade Level	10-12
Length	1 year
Prerequisite	One full credit in Geometry or higher
Credit	1
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.	

Q Probability and Statistics with Applications Honors	
Course #	12103001,2
Grade Level	11-12
Length	1 year
Prerequisite	One full credit in Algebra 2 or higher
Credit	1
The purpose of this course is to explore the concepts of probability and elementary statistics. Topics shall include, but not be limited to, random experiments, probability concepts, counting principles, permutations, combinations, sample spaces, binomial distribution, concepts of descriptive statistics, measures of central tendency, measures of variability, normal distribution, statistical applications including hypotheses testing, real-world applications, problem solving strategies and literacy strategies.	

Q* Advanced Placement Precalculus	
Course #	
Grade Level	9-12
Length	1 year
Prerequisite	One full credit in Algebra 2
Credit	1
It's designed for students who've completed Geometry and Algebra 2, or for students who've completed Integrated Math 3. Students who've taken these courses at any level have covered all the content necessary for AP Precalculus. This means every student ready for precalculus is ready for AP Precalculus.	
Note: <i>Students are required to take the AP examination.</i>	

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

Q*Advanced Placement Calculus AB	
Course #	1202310
Grade Level	11-12
Length	1 year
Prerequisite	PreCalculus
Credit	1
The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content is specified by the Advanced Placement Program.	
<i>Note: Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.</i>	

Q*Advanced Placement Calculus BC	
Course #	12023201,2
Grade Level	12
Length	1 year
Prerequisite	Credit in Trigonometry and Analytic Geometry or Pre-Calculus
Credit	1
The purpose of this course is to provide an extensive study of the general theory and techniques of calculus. The content is specified by the Advanced Placement Program.	
<i>Note: Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.</i>	

Sciences

NOTE: The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted.

Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

AP/AICE Options

Q* AP Environmental Science

Course # 20013801,2
 Grade Level 9-12
 Length 1 year
 Prerequisite Biology with a recommended average grade of B or better
 Credit 1

Q* AP Biology

Course # 20003401,2
 Grade Level 9-12
 Length 1 year
 Prerequisite Biology and chemistry with a recommended average grade of B or better
 Credit 1

Q* AP Physics 1

Course # 20034201,2
 Grade Level 9-12
 Length 1 year
 Prerequisite Biology with a recommended average grade of B or better
 Credit 1

Q* AP Physics 2

Course # 20034221,2
 Grade Level 9-12
 Length 1 year
 Prerequisite AP Physics 1 recommended average grade of B or better
 Credit 1

Q* AP Physics C: Mechanics

Course # 20034301,2
 Grade Level 9-12
 Length 1 year
 Prerequisite Recommended concurrent enrollment or previous experience in calculus
 Credit 1

Q* AP Chemistry

Course # 20033701,2
 Grade Level 9-12
 Length 1 year
 Prerequisite Chemistry with a recommended average grade of B or better
 Credit 1

Q* AICE Marine Science

Course # 20025151,2
 Grade Level 9-12
 Length 1 year
 Prerequisite Biology with a recommended average grade of B or better
 Credit 1

Q Biology I Honors	
Course #	20003201,2
Grade Level	9-12
Length	1 year
Prerequisite	Advanced 8th grade science with recommended grade of C or higher.
Credit	1
This advanced course will cover essentially the same topics as regular biology, but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests.	
Students are required to take the state Biology End-of-Course Exam.	

Q Chemistry I Honors	
Course #	20033501,2
Grade Level	9-12
Length	1 year
Prerequisite	Algebra 1
Credit	1
This course will provide students with a rigorous study of the composition, properties, and changes associated with matter. Topics include heat, atomic structure, mole concept, reaction rates and equilibrium, solutions, and electrochemistry.	

Forensic Science 1	
Course #	2002480
Grade Level	9-12
Length	1 year
Prerequisite	Biology 1
Credit	1
This course is designed to introduce students to key topics in forensic science; The application of scientific knowledge to the criminal justice system. Students will complete hands-on investigations by which they will learn the principles, procedures and processes that guide both crime scene investigation and forensic science laboratory analyses. Special Note: Throughout this course content related to crime scenes will be discussed and/or viewed. The nature of the content may be disturbing to some students and individual discretion is advised before enrolling.	

Q Environmental Science Honors	
Course #	20013411,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
This course provides opportunities for the student to develop concepts basic to the earth, including its materials, processes, history, and environment in space. Topics such as the origin of the universe and solar system, life cycle of stars, formation of rocks, land forms, plate tectonics, glaciers, meteorology, and geologic periods are included.	

Q Physical Science Honors	
Course #	20033201,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
While the content focus of this course is consistent with the Physical Science 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.	

Q Anatomy and Physiology Honors	
Course #	20003601,2
Grade Level	9-12
Length	1 year
Prerequisite	Biology 1 or 1H
Credit	1
This advanced course will cover essentially the same topics as regular anatomy and physiology but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests.	

Q Marine Science 1 Honors	
Course #	20025101,2
Grade Level	9-12
Length	1 year
Prerequisite	Biology 1 or 1H
Credit	1
While the content focus of this course is consistent with the Marine Science 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.	

Q* AICE Marine Science 1	
Course #	20025151,2
Grade Level	9-12
Length	1 year
Prerequisite	Biology 1 Honors
Credit	1
AICE level Marine Science provides a coherent and stimulating introduction to the science of the marine environment. It is recommended that learners starting this course should have completed a course in Biology or Marine Science or the equivalent. The emphasis is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course. Science is a practical subject and research suggests that success in future scientific study, or a scientific career, requires good practical skills.	

Q* Advanced Placement Environmental Science	
Course #	20013801,2
Grade Level	9-12
Length	1 year
Prerequisite	Recommended Biology and Chemistry
Credit	1
The purpose of this course is to provide a college level course in environmental science, and to prepare the students to seek credit and/or appropriate placement in college environmental science courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Earth/Space Science Honors to insure sufficient time for the required laboratory experiences.	
Students are required to take the Advanced Placement examination.	

Q* Advanced Placement Biology	
Course #	20003401,2
Grade Level	9-12
Length	1 year
Prerequisite	Recommended Biology and Chemistry
Credit	1
The purpose of this course is to provide a college level course in biology, and to prepare the student to seek credit and/or appropriate placement in college biology courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Biology II Honors to insure sufficient time for the required laboratory experiences.	
Students are required to take the Advanced Placement examination.	

Q* Advanced Placement Chemistry	
Course #	20033701,2
Grade Level	9-12
Length	1 year
Prerequisite	Recommended Biology and Chemistry
Credit	1
The purpose of this course is to provide an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion and quantity; structure and properties of substances; transformations; and energy.	
Students are required to take the Advanced Placement examination.	

Q* Advanced Placement Physics 1	
Course #	2003421 0,1,2
Grade Level	9-12
Length	1 year
Credits	1
Prerequisite	AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.
Students are required to take the Advanced Placement examination.	

Q* Advanced Placement Physics 2	
Course #	2003422 0,1,2
Grade Level	9-12
Length	1 year
Credits	1
Prerequisite	AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, waves, and probability.
Students are required to take the Advanced Placement examination.	

Q* Advanced Placement Physics C	
Course #	2003430 0,1,2
Grade Level	9-12
Length	1 year
Credits	1
Prerequisite	AP Physics C: Mechanics is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation.
Students are required to take the Advanced Placement examination.	

Q* Introduction to Meteorology	
Course #	MET 2010
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA
Credit	0.5
This course is a survey of the basic laws governing atmospheric structure, atmospheric motions, weather processes and weather systems.	

Social Studies

NOTE: The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted.

Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

AP/AICE Options

Q* AP United States History

Course # 21003301,2
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

Q* AP World History

Course # 21094201,2
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

Q* AP Psychology

Course # 21073501,2
Grade Level 9-12
Length 1 year
Prerequisite Recommended: Psychology I
Credit 1

Q* AP Human Geography

Course # 21034001,2
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

Q* AP European History

Course # 21093801,2
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

Q* AP U.S. Government and Politics

Course # 21064201,2
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

Q* AP Macroeconomics

Course # 21023701,2
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

Q* AP Microeconomics

Course # 21023601,2
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

NOTE: The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted.

Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

Q United States Government Honors	
Graduation Requirement:	American Government (AG)
Course #	21063200
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	Half credit (.5)
<p>The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.</p>	

Q World History Honors	
Graduation Requirement:	World History (WH)
Course #	21093201, 2
Grade Level	10
Length	1 year
Prerequisite	None
Credit	1
<p>The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.</p>	

Q* Advanced Placement United States Government and Politics	
Graduation Requirement:	American Government (AG)
Course #	21064200
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	Half credit (.5)
<p>AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.</p>	

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

Q United States History Honors	
Graduation Requirement:	American History (AH)
Course #	21003201, 2
Grade Level	11
Length	1 year
Prerequisite	None
Credit	1
Students examine the development of the United States from the Reconstruction period to the current time within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Students in an honors class will study and analyze primary source documents, write document based question essays, and incorporate additional reading and current events.	

Q* Advanced Placement United States History	
Graduation Requirement:	American History (AH)
Course #	21003301,2
Grade Level	11
Length	1 year
Prerequisite	None
Credit	1
Students analyze the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.	
Students are required to take the Advanced Placement examination.	

Q Economics with Financial Literacy Honors	
Course #	2102345
Grade Level	12
Length	1 Semester
Prerequisite	None
Credit	1/2
The grade 9-12 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.	

Q* Advanced Placement Macroeconomics	
Course #	21023700
Grade Level	12
Length	1 Semester
Prerequisite	None
Credit	1/2
AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.	

Q* Advanced Placement Microeconomics	
Course #	21023600
Grade Level	12
Length	1 Semester
Prerequisite	None
Credit	1/2
AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.	

Social Studies Electives Courses

Q* Advanced Placement Human Geography	
Course #	21034001,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
The purpose of this course is to prepare students to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and how they change over time.	
Students are required to take the Advanced Placement examination.	

Q* Advanced Placement European History	
Course #	21093801,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
Students analyze the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.	
Students are required to take the Advanced Placement examination.	

Q* Advanced Placement Psychology	
Course #	21073501,2
Grade Level	10-12
Length	1 year
Prerequisite	Recommended: Psychology I
Credit	1
Analyze human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.	
Students are required to take the Advanced Placement examination.	

Q* History of United States 1	
Course #	AMH2010
Grade Level	11
Length	1 year
Prerequisite	
Credit	0.5
This course addresses history in the land that becomes the United States of America, beginning with the migration of the Western Hemisphere's original inhabitants. It briefly surveys the pre-Columbian Native American cultures. It also examines the impacts of the European "discovery" and settlement of North America on various groups of Native Americans, on Europeans at home and in the colonies, and on Africans forced into slavery in the New World. The course emphasizes the political, economic, social, cultural and religious aspects of life in the English North American colonies through their evolution into the United States, from the country's developmental years through the end of the Civil War. This course partially satisfies the writing requirements outlined in the General Education Requirements. (Note: Credit is only given for AMH 2010 or AMH 2010H or IDS 2103H.)	

Q* History of United States 2	
Course #	AMH2020
Grade Level	11
Length	1 year
Prerequisite	
Credit	0.5
This course covers the history of the United States from the post-Civil War period (1865) to the present. Emphasis is placed on the social, economic, political and diplomatic history. The course is designed to present history as a dynamic process, encouraging students to think historically and to encourage students to value history. This course partially satisfies the writing requirements outlined in the General Education requirements. (Note: Credit is only given for AMH 2020 or AMH 2020H or IDS 1102H.)	

Q* Studies of Applied Ethics	
Course #	
Grade Level	10-12
Length	1 year
Prerequisite	
Credit	0.5
Studies in Applied Ethics is an opportunity for SPC students to develop valuable critical thinking and moral reasoning skills that will serve them well not only in any future career, but also in their daily lives. The class is a practical overview of foundational concepts, questions, and issues in applied ethics. Special emphases are placed on practicing critical thinking and understanding central ethical ideas in both historical and contemporary ethical theories. Students will have the chance to examine a number of personal, social, and professional ethical issues; such issues may include conflicts of interest, academic integrity, ethical issues about the environment, problems in developing or emerging technologies, end-of-life decision-making (e.g., euthanasia), economic inequality, among many others. Some sections of PHI 1600 may have a more focused topic; these sections involve a closer examination of ethical problems in those topic areas. Special topic courses are available in health care, business, public safety, environmental, and sports ethics. Sections with special topics still satisfy the applied ethics general education requirement. Students will enjoy an active learning experience, increased student interaction and opportunities for independent thinking and research into ethical issues of personal interest. This course partially satisfies the writing requirements outlined in the General Education Requirements and meets the College's general education requirements for applied ethics (Note: Credit is not given for both PHI 1600 and any of the following courses: PHI 1603, PHI 1602H, PHI 1631, PHI 2621, PHI 2622, PHI 2635, or PHI 2649. Study Abroad opportunities may apply to this course).	

Q Personal Financial Literacy Honors	
Course #	2102374
Grade Level	10-12
Length	1 Semester
Prerequisite	None
Credit	1/2
The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.	

Q Philosophy Honors	
Course #	2120910
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	Half credit (.5)
The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.	

World Religions	
Course #	2105310
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	Half credit (.5)
The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.	

Psychology 1	
Course #	2107300
Grade Level	9-12
Length	1 semester
Prerequisite	none
Credit	Half credit (.5)
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.	

World Languages

NGSSS for World Languages Communication Standards
*Interpretive Listening and Reading,
 Interpersonal Communication,
 Presentation Speaking and Writing
 and Intercultural Standards*

**Language Arts CC Standards for Reading, Writing,
 Speaking and Listening**
*Key Ideas and Details
 Comprehension and Collaboration
 Presentation of Knowledge and Ideas
 Text Types and Purposes*

Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. As a result of their language study, students gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own. The standards and benchmarks for these courses are aligned with the expected levels of language proficiency rather than grade levels.

Students who earn high school credit for middle school study are expected to take at least one to two additional years of the same language in high school or begin a two-year sequence (minimum) of a different language. Completion of the longest sequence possible in the same language is recommended.

AP/AICE Options

Q* AP French Language

Course # 07013801,2
 Grade Level 9-12
 Length 1 year
 Prerequisite French 4 or equivalent
 Credit 1

Q* AP Chinese Language

Course # 07113401,2
 Grade Level 9-12
 Length 1 year
 Prerequisite Chinese 4 or equivalent
 Credit 1

Q* AP Spanish Language

Course # 07084001,2
 Grade Level 9-12
 Length 1 year
 Prerequisite Spanish 4 and/or 5 or equivalent
 Credit 1

Q* AP Spanish Literature

Course # 07084001,2
 Grade Level 9-12
 Length 1 year
 Prerequisite Spanish 4 or equivalent
 Credit 1

French 1

Course #	0701320
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1

French 1 introduces students to French and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

French 2

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

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of French-speaking people is continued.

Q French 3 Honors	
Course #	0701340
Grade Level	9-12
Length	1 year
Prerequisite	French 2 or equivalent
Credit	1
French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of French-speaking people.	

Q French 4 Honors	
Course #	0701350
Grade Level	9-12
Length	1 year
Prerequisite	French 3 or equivalent
Credit	1
French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from French newspapers, magazines, and literary works.	

Q* Advanced Placement French Language and Culture	
Course #	0701380
Grade Level	9-12
Length	1 year
Prerequisite	French 3 or equivalent
Credit	1
AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.	

Chinese 1	
Course #	0711300
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
Chinese 1 introduces students to the target language culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.	

Chinese 2	
Course #	0711310
Grade Level	9-12
Length	1 year
Prerequisite	Chinese 1 or equivalent
Credit	1
Chinese 2 reinforces the fundamental skills acquired by the students in Chinese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Chinese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of mandarin-speaking people is continued.	

Q Chinese 3 Honors	
Course #	0711320
Grade Level	9-12
Length	1 year
Prerequisite	Chinese 2 or equivalent
Credit	1
Chinese 3 provides mastery and expansion of skills acquired by the students in Chinese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities in which are important to the everyday life of mandarin-speaking people.	

Q Chinese 4 Honors	
Course #	0711330
Grade Level	9-12
Length	1 year
Prerequisite	Chinese 3 or equivalent
Credit	1
Chinese 4 expands the skills acquired by the students in Chinese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes including writing. Reading selections are varied and taken from newspapers, magazines, and literary works.	

Q* Advanced Placement Chinese Language and Culture	
Course #	0711340
Grade Level	9-12
Length	1 year
Prerequisite	Chinese 4 or equivalent
Credit	1
AP Chinese Language and Culture is equivalent to an intermediate-level college course in Chinese. Students cultivate their understanding of mandarin language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.	

Spanish 1	
Course #	07083401,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
Spanish 1 introduces students to Spanish and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. Students are expected to demonstrate proficiency at the Novice-low to Novice-high level by the end of this course.	

Spanish 2	
Course #	07083501,2
Grade Level	9-12
Length	1 year
Prerequisite	Spanish 1 or equivalent
Credit	1
Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of Spanish-speaking people is continued. Students are expected to demonstrate proficiency at the Intermediate-low to Intermediate-mid level by the end of this course.	

Q Spanish 3 Honors	
Course #	07083601,2
Grade Level	9-12
Length	1 year
Prerequisite	Spanish 2 or equivalent
Credit	1
Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansion of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities that are important to the everyday life of Spanish-speaking people. Students are expected to demonstrate proficiency at the Intermediate-high to Advanced-low level by the end of this course.	

Q Spanish 4 Honors	
Course #	07083701,2
Grade Level	9-12
Length	1 year
Prerequisite	Spanish 3 or equivalent
Credit	1
Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on communication skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from Spanish newspapers, magazines, and literary works. Students are expected to demonstrate proficiency at the Advanced-low to Advanced-mid level by the end of this course.	

Q* Advanced Placement Spanish Language & Culture	
Course #	07084001,2
Grade Level	9-12
Length	1 year
Prerequisite	*Spanish 4 or equivalent
Credit	1
<i>*It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.</i>	
The purpose of this course is to develop oral and written fluency in the language. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines.	
Students are required to take the Advanced Placement examination.	

Q* Advanced Placement Spanish Literature & Culture	
Course #	07084101,2
Grade Level	9-12
Length	1 year
Prerequisite	*Spanish 4 or equivalent
Credit	1
<i>*It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.</i>	
The purpose of this course is to examine and gain an understanding of Spanish Literature from its origin in Spain to its cultural historical modifications through colonization and into the modern era. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines.	
Students are required to take the Advanced Placement examination.	

Q* Advanced Placement Spanish Literature & Culture	
Course #	07084101,2
Grade Level	9-12
Length	1 year
Prerequisite	*Spanish 4 or equivalent
Credit	1
<i>*It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.</i>	
The purpose of this course is to examine and gain an understanding of Spanish Literature from its origin in Spain to its cultural historical modifications through colonization and into the modern era. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines.	
Students are required to take the Advanced Placement examination.	

Physical Education

Students entering 9th grade in 2007-2008 and after are no longer required to complete the personal fitness and/or the PE activity course requirements. They will be required to complete a new one-credit physical education course. See the HOPE course below. (NOTE: The marching band waiver will not apply to this PE requirement. Students may obtain an athletic waiver or JROTC waiver by meeting specific criteria shown in Board Policy 5.13.

AP/AICE Options

Health Opportunities through Physical Education (HOPE)

Course #	3026010
Grade Level	10-12
Length	1 year
Prerequisite	None
Credit	1

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:

Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol/Tobacco/Drug Prevention, Human Sexuality including Abstinence and HIV, and Internet Safety

***Also available on campus as an online course**

*Team Sports I

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

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

*Team Sports II

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

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

*Volleyball 1

Course #	1505500
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	1/2

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

*Volleyball 2

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

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

*Volleyball 3	
Course #	1505520
Grade Level	9-12
Length	1 semester
Prerequisite	Volleyball 2
Credit	1/2
The purpose of this course is to allow students to continue to improve the skills developed in beginning and intermediate volleyball. The content will increase strategies in safety, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization and administration of volleyball activities, consumer issues and the benefits of participation.	

*Weight Training 1	
Course #	1501340
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	1/2
The purpose of this course is to provide students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomechanical and physiological principles to improve and maintain muscular strength and endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, and knowledge of consumer issues related to weight training.	

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

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

*Power Weight Lifting 1	
Course #	1501410
Grade Level	11-12
Length	1 semester
Prerequisite	Weight Training 3
Credit	1/2
The purpose of this course is to enable students to acquire basic knowledge and skills in power weight training and to improve health-related fitness. The content should include, but is not limited to, safety practices, history, rules and terminology, techniques and strategies, biomechanical and physiological principles, fitness assessment, consumer issues and benefits of participation.	

*Basketball I	
Course #	1503310
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	1/2

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

*Basketball II	
Course #	1503315
Grade Level	9-12
Length	1 semester
Prerequisite	Basketball I
Credit	1/2

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

*Individual & Dual Sports I	
Course #	1502410
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	1/2

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

*Individual & Dual Sports II	
Course #	1502420
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	1/2

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected individual and dual sports. Individual and dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, Ind. & Dual gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis, and tennis. Activities selected in Individual and Dual Sports II shall not be repeated in Individual and Dual Sports I or III. Strategies of individual and dual sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

*Tennis 1	
Course #	1504500
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	1/2
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.	

*Tennis 2	
Course #	1504510
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	1/2
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.	

*Wrestling 1	
Course #	1505550
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	1/2
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.	

*Personal Fitness	
Course #	1501300
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	1/2
The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.	

Driver Education

Driver Education - Class/Lab	
Course #	19003100
Grade Level	9-12
Length	1 semester
Prerequisite	Restricted license*
Credit	1/2
The purpose of this course is to introduce students to the highway transportation system, and strategies which will develop driving knowledge and skills related to today's and tomorrow's motorized society, and while providing an in depth study of the scope and nature of accident problems and their solutions. Laboratory instruction in dual controlled vehicles under the direction of an instructor and on off-street multiple vehicle driving ranges are available.	
*Students must have their Restricted License to enter the class on the first day.	

Visual Arts

AP/AICE Options

Q* AP 2D Art

Course # 01093551,2
 Grade Level 9-12
 Length 1 year
 Prerequisite 2D Art 1 and/or 2
 Credit 1

Q* AP 3D Art

Course # 01093601,2
 Grade Level 9-12
 Length 1 year
 Prerequisite 3D Art 1 and/or 2
 Credit 1

2D Studio Art 1	
Course #	01013000
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
The purpose of this year-long entry level course is to introduce students to the structural elements of art and organizational principles of design through the creation of two-dimensional artworks, including drawing, painting, printmaking, collage, and more. Students will develop skill in the process of art criticism to assess artwork. Students will have opportunity to participate in local, regional and national exhibitions. There is no pre-requisite for this course.	

2D Studio Art 2	
Course #	01013100
Grade Level	10-12
Length	1 year
Prerequisite	Two-Dimensional Art 1
Credit	1
The purpose of this year-long intermediate level course is to develop some independence in the student's use of the structural elements of art and organizational principles of design through the creation of two-dimensional artworks, including drawing, painting, printmaking, collage, and more. Students will develop skill in the process of art criticism to assess artwork. Students are expected to participate in local, regional and national exhibitions.	

3D Studio Art 1	
Course #	01013300
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
The purpose of this year-long entry level course is to introduce students to the structural elements of art and organizational principles of design through the creation of three-dimensional sculptures using both additive and subtractive techniques which may include sketching, carving, modeling and assembling in such media as clay, plaster and found objects. Students will develop skill in the process of art criticism to assess artwork. Students will have opportunity to participate in local, regional and national exhibitions. There is no pre-requisite for this course.	

3D Studio Art 2	
Course #	01013400
Grade Level	10-12
Length	1 year
Prerequisite	Three-Dimensional Studio Art 1
Credit	1
The purpose of this year-long intermediate level course is to develop some independence in the student's use of the structural elements of art and organizational principles of design through the creation of three-dimensional sculptures using both additive and subtractive techniques which may include sketching, carving, modeling and assembling in such media as clay, plaster, wire and found objects. Students will strengthen their skills in the process of art criticism to assess artwork. Students are expected to participate in local, regional and national exhibitions.	

Creative Photography I	
Course #	01083100
Grade Level	9-12
Length	1 Year
Prerequisite	1 year of Visual Art
Credit	1
<p>Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>	

Creative Photography II	
Course #	0108320
Grade Level	10-12
Length	1 year
Prerequisite	Creative Photography I
Credit	1
<p>Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>	

Digital Art Imaging	
Course #	
Grade Level	10-12
Length	1 year
Prerequisite	1 year of Visual Art
Credit	1

2D Studio Art 2	
Course #	
Grade Level	11-12
Length	1 year
Prerequisite	Digital Art Imaging 1
Credit	1

Q Portfolio Development – 2D Honors	
Course #	01093200
Grade Level	10-12
Length	1 year
Prerequisite	2 Years of Visual Art
Credit	1
<p>Students develop a portfolio showing a body of work that visually explores a particular artistic concern and can also be used for AP Studio Art. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed-media, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-D 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-D works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. Students 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.</p>	

Q Portfolio Development – 3D Honors	
Course #	01093300
Grade Level	10-12
Length	1 year
Prerequisite	2 Years of Art
Credit	1
<p>Students develop a portfolio showing a body of work that visually explores a particular artistic concern and can also be used for AP Studio Art. Artists may work in, but are not limited to, content in clay, wire, glass, metal, fabrics/fibers, and fashion design. 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-D works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. Students 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.</p>	

Q* Advanced Placement Studio Art - 2D Design Portfolio	
Course #	01093500
Grade Level	10-12
Length	1 year
Prerequisite	2 years of art
Credit	1
<p>This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. 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. It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board. This course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.</p> <p><i>Note: Students are required to submit a portfolio of work to be judged by the College Board. Students enrolled in ANY Advanced Placement course are REQUIRED to take the first semester course exam regardless of exam waiver status.</i></p>	

Q* Advanced Placement Studio Art - 3D Design Portfolio	
Course #	01093600
Grade Level	10-12
Length	1 year
Prerequisite	2 years of art
Credit	1
<p>This Advanced Placement course is intended to address a very broad interpretation of three-dimensional (3-D) design issues. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. 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. It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board. This course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.</p> <p><i>Note: Students are required to submit a portfolio of work to be judged by the College Board. Students enrolled in ANY Advanced Placement course are REQUIRED to take the first semester course exam regardless of exam waiver status.</i></p>	

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals.

Academy of Performing Arts

AP/AICE Options

Q* AP Music Theory
 Course # 13003301,2
 Grade Level 9-12
 Length 1 year
 Prerequisite N/A
 Credit 1

Q *Advanced Placement Music Theory	
Course #	13003301,2
Grade Level	10-12
Length	1 year
Prerequisite	Music Theory III or audition/demonstration of skill knowledge
Credit	1
The purpose of this course is to develop the student's abilities to recognize and understand the tonal rhythmic nature of any music that is heard or read in the score. The content will include the development of music theory skills, i.e., aural and notational skills, composition, harmonization and counterpoint. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.	
Students are required to take the Advanced Placement examination.	

Guitar 1	
Course #	13013201,2
Grade Level	9-12
Length	1 year
Prerequisite	Guitar I*
Credit	1

Guitar 2	
Course #	13013301,2
Grade Level	9-12
Length	1 year
Prerequisite	Guitar I*
Credit	1
The purpose of this course is to develop the skills introduced in Guitar I with an emphasis on independence. The content will include the study of a variety of guitar literature in solo and ensemble settings.	

Guitar 3	
Course #	13013401,2
Grade Level	9-12
Length	1 year
Prerequisite	Guitar II*
Credit	1
This course will enable students to perform guitar literature in a variety of meters, styles, and keys. The student will demonstrate the knowledge of appropriate expressive characteristics, vocabulary, history, analysis, and listening skills. The content will include the development of improvisation and accompaniment skills.	

Q Guitar 4 Honors	
Course #	13013501,2
Grade Level	9-12
Length	1 year
Prerequisite	Guitar III*
Credit	1
The purpose of this course is to provide students with opportunities to perform varied guitar solo and ensemble literature. The content will integrate knowledge of music history, analysis, and listening skills. Students will demonstrate and refine improvisational and accompaniment skills. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards	

required of quality point fine arts courses.

Keyboard 1	
Course #	13013601,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
This course will provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. Content includes the development of music fundamentals, appropriate vocabulary, and listening skills.	

Keyboard 2	
Course #	13013701,2
Grade Level	9-12
Length	1 year
Prerequisite	Keyboard I *
Credit	1
This course is designed to develop the ability to perform keyboard selections by using correct fingering and hand positions. The student will demonstrate an intermediate knowledge of music reading and vocabulary, play root chords, scales, and chord progressions.	

Keyboard 3	
Course #	13013801,2
Grade Level	9-12
Length	1 year
Prerequisite	Keyboard II*
Credit	1
The purpose of this course is to offer students the opportunity to perform varied keyboard literature in a variety of meters, styles and keys. The student will demonstrate appropriate performance techniques, and the knowledge of music vocabulary, history, analysis and listening skills.	

Q Keyboard 4 Honors	
Course #	13013901,2
Grade Level	9-12
Length	1 year
Prerequisite	Keyboard III*
Credit	1
This course provides students with advanced instruction in individual keyboard performance of difficult solos and accompaniments in a variety of meters, styles, historical eras and keys. Students will sight-read grade III level literature, harmonize melodies using four part chorale style, transpose easy melodies and harmonies, and formulate critical evaluations and decisions about musical performance. This	

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

Band 1 (Concert Band)	
Course #	13023001,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
The purpose of this course is to provide students with the opportunity to develop technical skills on band instruments in an ensemble setting. The content will include developing performance techniques and reading musical notation.	

Band 2 (Concert Band)	
Course #	13023101,2
Grade Level	9-12
Length	1 year
Prerequisite	Band I*
Credit	1
This course is designed to extend musicianship skills and the development of technical skills through performance in instrumental ensembles. The content will include the production of characteristic tone, and the development of basic band performance techniques, musical literacy, and music appreciation.	

Band 3 (Concert Band)	
Course #	13023201,2
Grade Level	9-12
Length	1 year
Prerequisite	Band II*
Credit	1
This course provides students with instruction in development of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium level band music, establishing appropriate tone production and performance techniques, identifying simple musical form and various styles, and formulating aesthetic awareness.	

Band 4 (Concert Band)	
Course #	13023301,2
Grade Level	9-12
Length	1 year
Prerequisite	Band III*
Credit	1
The purpose of this course is to provide students with in-depth instruction in musicianship and technical skills through the study of varied band literature. The content will include interpreting medium/difficult level band literature, refining tone production and performance techniques, demonstrating an	

understanding of musical form, and evaluating musical performance as a participant and as a listener.

music appreciation.

Q Band 5 Honors (Concert Band or Wind Ensemble)	
Course #	13023401,2
Grade Level	9-12
Length	1 year
Prerequisite	Band IV*
Credit	1
This course enables the student to develop independent musicianship, performance techniques and aesthetic awareness through performance of varied band literature. The student will demonstrate ability to interpret and perform difficult musical notation at sight and formulate critical evaluations about musical performance as a participant and as a listener. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.	
Q Band 6 Honors (Concert Band or Wind Ensemble)	
Course #	13023501,2
Grade Level	9-12
Length	1 year
Prerequisite	Band V*
Credit	1
This course is designed to foster internalization of independence in musicianship, performance techniques, and aesthetic awareness through the performance of varied band literature. The student will demonstrate awareness and application of appropriate ensemble Band VI performance techniques and demonstrate independent ability to interpret and perform difficult musical notation at sight. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.	

Orchestra 1	
Course #	13023601,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
This course will enable students to develop fundamental music skills, appropriate tone production and performance techniques on orchestral instruments. The content will include the knowledge of basic rhythmic values and meters and identification of simple musical terms.	

Orchestra 2	
Course #	13023701,2
Grade Level	9-12
Length	1 year
Prerequisite	Orchestra I*
Credit	1
The purpose of this course is to provide ensemble experiences on orchestral instruments and to develop skills in characteristic tone production, performance techniques, musical literacy and	

Orchestra 3	
Course #	13023801,2
Grade Level	9-12
Length	1 year
Prerequisite	Orchestra II*
Credit	1
The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content will include interpreting medium level orchestral music, establishing appropriate tone production and performance techniques, and identifying musical form and style periods.	

Orchestra 4	
Course #	13023901,2
Grade Level	9-12
Length	1 year
Prerequisite	Orchestra III*
Credit	1
The purpose of this course is to develop the student's independent ability to produce characteristic tone and to interpret and perform medium level musical notation at sight. The student will demonstrate the knowledge of musical form and varied style periods, and evaluate musical performances as a participant and a listener.	

Q Orchestra 5 Honors	
Course #	13024001,2
Grade Level	9-12
Length	1 year
Prerequisite	Orchestra IV*
Credit	1
This course is designed to develop the student's independent ability to produce a tone appropriate to various styles of orchestral literature and apply appropriate performance techniques to various styles. The student will apply knowledge of musical form, styles and history, and formulate critical evaluations about musical performance. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.	

Q Orchestra 6 Honors	
Course #	13024101,2
Grade Level	9-12
Length	1 year
Prerequisite	Orchestra V*
Credit	1
This course provides instruction in independent interpretation of difficult music; refinement of independent musicianship, tone production and performance techniques; and analysis and	

application of form, style and history in the performance of varied orchestral literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Prerequisite	Instrumental Tech. 2
Credit	1
Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. 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.	

Instrumental Techniques 1 (Percussion)	
Course #	13024201,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1
Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. 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.	

Q Instrumental Techniques 4 Honors (Percussion)	
Course #	13024501,2
Grade Level	9-12
Length	1 year
Prerequisite	Instrumental Tech. 3
Credit	1
Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	

Instrumental Techniques 2 (Percussion)	
Course #	13024211,2
Grade Level	9-12
Length	1 year
Prerequisite	Instrumental Tech. 2
Credit	1
Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. 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.	

Q Instrumental Ensemble 4 Honors (Wind Ensemble)	
Course #	13024901,2
Grade Level	9-12
Length	1 year
Prerequisite	Instrumental Ens. III* or Band 4
Credit	1
This course will provide students with opportunities to demonstrate leadership and creativity in the interpretation and performance of ensemble literature. The student will formulate critical evaluations and decisions about music performance as a listener and a performer. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.	

Instrumental Techniques 3 (Percussion)	
Course #	13024221,2
Grade Level	9-12
Length	1 year

Jazz Ensemble 1	
Course #	13025001,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Jazz Ensemble 2	
Course #	13025101,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1
Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	

Q Jazz Ensemble 4 Honors	
Course #	13025301,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1
Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	

Jazz Ensemble 3	
Course #	13025201,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1
Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. 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	
Course #	13033001,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1
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 instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.	

Vocal Ensemble 1

Course #	13034401,2
Grade Level	9-12
Length	1 year
Prerequisite	Prior Vocal Experience
Credit	1
This course will develop vocal performance techniques in an ensemble setting with an emphasis on appropriate vocal balance, blend, stylistic interpretation and choreography. The content will include the study of a wide variety of choral ensemble literature.	

Vocal Ensemble 2	
Course #	13034501,2
Grade Level	9-12
Length	1 year
Prerequisite	Vocal Ensemble I*
Credit	1
The purpose of this course is to apply performance techniques in Vocal Ensemble II vocal ensembles through the study of varied choral literature. The student will demonstrate musical independence necessary to perform various styles.	

Vocal Ensemble 3	
Course #	13034601,2
Grade Level	9-12
Length	1 year
Prerequisite	Vocal Ensemble II*
Credit	1
This course will refine musical independence and creativity necessary for vocal ensemble performance. The content will include the opportunity to perform ensemble techniques such as balance, blend, tone production and stylistic interpretation through the study of appropriate choral ensemble literature.	

Q Vocal Ensemble 4 Honors	
Course #	13034701,2
Grade Level	9-12
Length	1 year
Prerequisite	Vocal Ensemble III*/Chorus 4
Credit	1
The purpose of this course is to provide opportunities for leadership and performance creativity in small vocal ensembles. The content will foster independent application of vocal balance, blend and stylistic interpretation through the study of varied appropriate choral literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.	

Music Technology and Sound Engineering 1	
Course #	13043001,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1
Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	

Theatre 1	
Course #	0400310
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1
This year-long, foundational class, designed for students with little or no theatre experience, promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.	

Theatre 2	
Course #	0400320
Grade Level	10-12
Length	1 year
Prerequisite	Theatre 1
Credit	1
This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.	

Q Theatre 3 Honors	
Course #	04003301,2
Grade Level	10-12
Length	1 year

Prerequisite	Theatre 2
Credit	1
<p>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.</p>	

Q Theatre 4 Honors	
Course #	04003401,2
Grade Level	10-12
Length	1 year
Prerequisite	Theatre 3
Credit	1
<p>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.</p>	

Course #	04004101,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1
<p>Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.</p>	

Technical Theatre Design and Production 2	
Course #	04004201,2
Grade Level	10-12
Length	1 year
Prerequisite	Technical Theatre: Design and Production 1
Credit	1
<p>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.</p>	

Technical Theatre Design and Production 1
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Technical Theatre Design and Production 3
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Course #	04004301,2
Grade Level	11-12
Length	1 year
Prerequisite	Technical Theatre: Design and Production 2
Credit	1
<p>Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.</p>	

Q Technical Theatre Design and Production 4 Honors	
Course #	04004401,2
Grade Level	11-12
Length	1 year
Prerequisite	Technical Theatre: Design and Production 3
Credit	1
<p>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.</p>	

Course #	04007001,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1
<p>Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>	

Musical Theatre 2	
Course #	04007101,2
Grade Level	9-12
Length	1 year
Prerequisite	Musical Theatre 1
Credit	1
<p>Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>	

Musical Theatre 1

Musical Theatre 3

Course #	04007201,2
Grade Level	9-12
Length	1 year
Prerequisite	Musical Theatre 2
Credit	1
<p>Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>	

Theatre Improvisation	
Course #	04006201,2
Grade Level	10-12
Length	1 year
Prerequisite	Musical Theatre 3
Credit	1
<p>Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>	

Academy of Biomedical Sciences

Principles of the Biomedical Sciences	
Course #	87081101,2
Grade Level	9-12
Length	1 year
Prerequisite	N/A
Credit	1
<p>Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.</p> <p>Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.</p>	

Human Body Systems	
Course #	87081201,2
Grade Level	9-12
Length	1 year
Prerequisite	Principles of Biomedical Sciences
Credit	1
<p>Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.</p> <p>Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.</p>	

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health

Medical Interventions	
Course #	87081301,2
Grade Level	9-12
Length	1 year
Prerequisite	Human Body Systems
Credit	1
<p>Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.</p> <p>Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.</p>	

Biomedical Innovation	
Course #	87081401,2
Grade Level	9-12
Length	1 year
Prerequisite	Medical Interventions
Credit	1

Academy of Business Careers

AP/AICE Options

Q* Computer Science Principles

Course # 02003351,2
 Grade Level 9-12
 Length 1 year
 Prerequisite N/A
 Credit 1

Q* Computer Science A

Course # 02003201,2
 Grade Level 9-12
 Length 1 year
 Prerequisite N/A
 Credit 1

Digital Information Technology (online course-OC)

Course # 8207310
 Grade Level 9-10
 Length 1 year
 Prerequisite None
 Credit 1

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Q Foundations of Programming

Course # 9007210
 Grade Level 10-12
 Length 1 year
 Prerequisite Digital Information Technology
 Credit 1

This course introduces concepts, techniques, and processes associated with computer programming and software development.

Q Business and Entrepreneurial Principles

Course # 8215120
 Grade Level 10-12
 Length 1 year
 Prerequisite Digital Information Technology
 Credit 1

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

Q Legal Aspects of Business

Course # 8215130
 Grade Level 10-12
 Length 1 year
 Prerequisite: Business and Entrepreneurial Principles
 Credit 1

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

Q Digital Design 1

Course # 8209510
 Grade Level 10-12
 Length 1 year
 Prerequisite Digital Information Technology
 Credit 1

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

Q Digital Design 2	
Course #	8209520
Grade Level	10-12
Length	1 year
Prerequisite	Digital Design 1
Credit	1
This course continues the development of entry-level skills for careers in the digital publishing industry. The content includes computer skills: digital publishing operations; layout, design, and measurement activities; and digital imaging.	

Q Digital Design 3	
Course #	8209530
Grade Level	11-12
Length	1 year
Prerequisite	Digital Design 2
Credit	1
This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities.	

Q Computer & Network Security Fundamentals

Course #	9001320
Grade Level	9-12
Length	1 year
Prerequisite	Digital Information Technology
Credit	1
This course is designed to provide the student with an understanding of cybersecurity, including its origins, trends, culture, and legal implications. Coursework will include the national agencies and supporting initiatives involved in cybersecurity in addition to providing an understanding of basic computer components, their functions, and their operation as they pertain to cybersecurity.	

Q Cybersecurity Essentials

Course #	9001330
Grade Level	1 year
Length	10-12
Prerequisite	Computer & Network Security Fundamentals
Credit	1
This course is designed to provide the student the technical knowledge needed to be proficient in applied cybersecurity. An emphasis will be placed on taxonomy, terminology and the challenges of common computer vulnerabilities and cyber attack mechanisms.	

Q Operational Cybersecurity	
Course #	9001340
Grade Level	11-12
Length	1 year
Prerequisite	Computer & Network Security Fundamentals
Credit	1
This course is designed to provide students with the ability to configure systems to guard against cyber intrusion.	

Digital Media 1-4 (<i>Eagle Eye News and Non-Eagle Eye</i>)	
Course #	9005110, 9005120, 9005130, 9005140
Grade Level	9-12
Length	1-4 years
Prerequisite	N/A
Credit	1 per course
Digital Media 1-4 –Eagle Eye News 9005110, 9005120, 9005130, 9005140 Students in this class will produce, direct, write and anchor the live morning newscast-Eagle Eye News under the direction of the teacher. Eagle Eyes News is a hands-on class designed to promote interest and training into all that goes on in a television newscast and studio. This course will help you gain a better understanding of what it takes to put together a full broadcast from pre-production to air-time.	

Q* AP Computer Science Principles

Course #	0200335
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1
AP Computer Sciences Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.	

Q*Advanced Placement - Computer Science A	
Course #	0200320
Grade Level	9-12
Length	1 year
Prerequisite	Algebra II, competence in written communications, Programming I
Credit	1
This course follows the course description and covers the content specified by the College Board. Specified language is JAVA.	
Students are required to take the Advanced Placement examination.	

Workplace Essentials (Teacher Assistant 1)	
Course #	83003101,2
Grade Level	11-12
Length	1 semester
Prerequisite	Must have met college/career acceleration credit
Credit	.5
The purpose of this course is to provide students with those workplace skills essential for gainful employment. The content of this course includes the following: developing an employment plan, seeking and applying for employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, work ethics and behavior, demonstrating technological literacy, maintaining interpersonal relationships and demonstrating leadership and team work. Additional focus will surround student choice in work toward Industry Certifications.	

Workplace Tech Applications (Teacher Assistant 2)	
Course #	83003301,2
Grade Level	11-12
Length	1 semester
Prerequisite	Must have met college/career acceleration goal
Credit	.5
The purpose of this course is to provide students with those workplace skills essential for gainful employment. The content of this course includes the following: developing an employment plan, seeking and applying for employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, work ethics and behavior, demonstrating technological literacy, maintaining interpersonal relationships and demonstrating leadership and team work. Additional focus will surround student choice in work toward Industry Certifications.	

Eagle Works Engineering

Artificial Intelligence/Robotics

Foundations of Robotics

Course #	9410110
Grade Level	9-12
Length	1 year
Prerequisite	none
Credit	1

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 use virtual and physical robots to engage in programming projects related to Robotics utilizing block and Python coding.

Robotics Design Essentials

Course #	9410120
Grade Level	10-12
Length	1 year
Prerequisite	Foundations of Robotics
Credit	1

This course provides students with content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling, and critical thinking skills.

Artificial Intelligence in the World

Course #	9401010
Grade Level	9-12
Length	1 semester
Prerequisite	none
Credit	.5

This course prepares students to identify and define intelligent behavior, design, and investigate examples of AI, understand, and articulate how AI can impact society in both positive and negative ways, and explain best and key practices of ethically designed AI.

Applications of Artificial Intelligence

Course #	9401020
Grade Level	9
Length	1 semester
Prerequisite	Artificial Intelligence in the World
Credit	.5

This course prepares students to design and evaluate a perception system, train a range of ML models, design AI solutions using embedded computing, and appropriately use AI tools to solve problems.

Game and Simulation Programming

Game and Simulation Foundations

Course #	8208110
Grade Level	9-12
Length	1
Prerequisite	none
Credit	1

This course is designed to introduce game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares games and simulations, key development methodologies and tools, careers, and industry-related information.

Game and Simulation Design

Course #	8208120
Grade Level	10-12
Length	1
Prerequisite	Game and Simulation Foundations
Credit	1

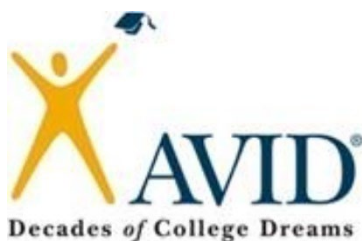
This course covers fundamental principles of designing a game or a simulation application, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations.

Game and Simulation Programming

Course #	8208330
Grade Level	11-12
Length	1 year
Prerequisite	Foundations and Simulation Design
Credit	1

This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, memory management, scorekeeping, timed event strategies and methodologies, and implementation issues.

Advancement via Individual Determination (AVID)/Dual Enrollment (DE)



The AVID elective is designed for students in the academic middle who have a desire to go to college and may be the first in their family to attend college. These students will be challenged by taking honors and advance placement coursework in addition to their AVID elective. Students need to have a strong desire to be in the elective and to work hard to succeed. To support these goals, students will be taught study and organizational skills, critical thinking strategies and will receive help through the support of academic mentors.

AVID I	
Course #	17003901,2
Grade Level	9th Grade AVID Students
Length	1 year
Prerequisite	None
Credit	1
<p>Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop fundamental skills aligned with current curriculum.</p> <p><u>Minimum Rigor Requirements:</u> at least one full year honors course</p>	

AVID II	
Course #	17004001,2
Grade Level	10th Grade AVID Students
Length	1 year
Prerequisite	None
Credit	1
<p>Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop basic skills aligned with current curriculum.</p> <p><u>Minimum Rigor Requirements:</u> at least two full year honors courses</p>	

AVID III	
Course #	17004101,2
Grade Level	11th Grade AVID Students
Length	1 year
Prerequisite	None
Credit	1
<p>Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills aligned with current curriculum.</p> <p><u>Minimum Rigor Requirements:</u> at least one full year honors course and one full year AP or DE course</p>	

AVID IV	
Course #	17004201,2
Grade Level	12th Grade AVID Students
Length	1 year
Prerequisite	None
Credit	1
<p>Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop advanced skills aligned with current curriculum.</p> <p><u>Minimum Rigor Requirements:</u> at least two full year AP or DE courses</p>	

EXECUTIVE INTERNSHIP PROGRAM (EIP)

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

Executive Internship I	
Course #	05003000
Grade Level	12
Length	1 Semester
Prerequisite	Application
Credit	½
The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to the following: discussion of professional job requirements; building vocabulary appropriate to the area of professional interest; development of decision-making skills; and development of personal and educational job-related skills.	

Executive Internship IV	
Course #	05003301,2
Grade Level	12
Length	1 Semester
Prerequisite	Executive Internship III
Credit	1
The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-live career processes and settings. The content should include, but not be limited to the following: analysis of career options; career planning processes; characteristics of work settings; theories of executive management; influence on unions; free enterprise concepts; and organizational structure.	

Executive Internship II	
Course #	05003100
Grade Level	12
Length	1 Semester
Prerequisite	Application
Credit	½
The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas. The content should include, but not be limited to the following: study of a variety of career applications; written and oral communication skills; higher-level thinking skills; interpersonal relationship skills; factors affecting job performance; in-depth research study; theories of executive management; the influence of unions; economics affecting free enterprise; knowledge of professional organizations and their impact; and career planning.	

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

Dual Enrollment Courses on Campus – Students who register for dual enrollment courses that are offered on campus are required to take the on campus offering. If the course is full, off campus offerings will be available.

Executive Internship III	
Course #	05003201,2
Grade Level	12
Length	1 Semester
Prerequisite	Executive Internship I and/or II
Credit	1
The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas. The content should include, but not be limited to the following: more intensive study of a variety of career options; written and oral communication skills; higher-level thinking skills interpersonal relationship skills' factors affecting job performance; in-depth research study; theories of executive management; the influence of unions; economics affecting free enterprise; knowledge of professional organizations and their impact; and career planning.	

Q* Composition I	
Course #	ENC 1101
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA
Credit	1
Composition I, ENC 1101, "is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay including practice in information retrieval from electronic and other sources, and in the selection restriction, organization, and development of topics. It also offers the student opportunities to improve abilities 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." <i>Meets the graduation requirement for either English III or English IV. Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be permitted to take the course on the SPC campus unless the on campus course is full.</i>	

Q* Composition II	
Course #	ENC 1102
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA, ENC 1101
Credit	1
<p>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. <i>Meets the graduation requirement for English IV. Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be permitted to take the course on the SPC campus unless the on campus course is full.</i></p>	

Q* The College Experience	
Course #	SLS 1101
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA
Credit	0.5
<p>Students scoring below the prescribed cut-off score in two or more college preparatory areas must take SLS 1101 and SLS 1126 as co-requisites during their first term of enrollment. 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. <i>Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be permitted to take the course on the SPC campus unless the on campus course is full.</i></p>	

Q* Studies in Applied Ethics	
Course #	PHI 1600
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA
Credit	0.5
<p>Studies in Applied Ethics is an opportunity for SPC students to develop valuable critical thinking and moral reasoning skills that will serve them well not only in any future career, but also in their daily lives. The class is a practical overview of foundational concepts, questions, and issues in applied ethics. Special emphases are placed on practicing critical thinking and understanding central ethical ideas in both historical and contemporary ethical theories. Students will have the chance to examine a few personal, social, and professional ethical issues; such issues may include conflicts of interest, academic integrity, ethical issues about the environment, problems in developing or emerging technologies, end-of-life decision-making (e.g., euthanasia), economic inequality, among many others.</p>	

Q* Introduction to Meteorology	
Course #	MET 2010
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA
Credit	0.5
<p>This course is a survey of the basic laws governing atmospheric structure, atmospheric motions, weather processes and weather systems.</p>	

Q* History of the United States I	
Course #	AMH 2010
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA
Credit	0.5
<p>This course addresses history in the land that becomes the United States of America, beginning with the migration of the Western Hemisphere's original inhabitants. It briefly surveys the pre-Columbian Native American cultures. It also examines the impacts of the European "discovery" and settlement of North America on various groups of Native Americans, on Europeans at home and in the colonies, and on Africans forced into slavery in the New World. The course emphasizes the political, economic, social, cultural, and religious aspects of life in the English North American colonies through their evolution into the United States, from the country's developmental years through the end of the Civil War.</p>	

Q* History of the United States II	
Course #	AMH 2020
Grade Level	11-12
Length	1 Semester
Prerequisite	CPT/PERT scores & 3.0 GPA
Credit	0.5
This course covers the history of the United States from the post-Civil War period (1865) to the present. Emphasis is placed on the social, economic, political, and diplomatic history. The course is designed to present history as a dynamic process, encouraging students to think historically and to encourage students to value history.	

Additional Dual Enrollment Options – please see the St. Petersburg College website, www.spcollege.edu for course offerings. Application must be made through the guidance office. Each semester has specific deadlines which do not align to the school calendar.

SAT/ACT concordant scores can be used.

SAT 440 cert/440 Math

ACT 19 Reading/Math 17/English

If using SAT/ACT scores, student must go to SPC Testing Center and have scores entered in SPC's system.

AP Capstone

AP Capstone is a diploma program that is built on the foundations of two courses, AP Seminar and AP Research. The courses are interdisciplinary courses designed to compliment the subject area AP courses. Students who score a level 3 on both capstone courses as well as a three on four other AP exams of their choice will receive an AP Capstone Diploma. Students who score a level three on both AP Capstone courses but not on four other AP exams, will receive an AP Capstone Certificate. The certificate indicates successful completion of the two AP Capstone courses.

More information regarding AP Capstone can be found at collegeboard.org/apcapstone

Q Communications Methodologies Honors	
Course #	1001480
Grade Level	9-10
Length	1 Year
Prerequisite	None
Credit	1
This course prepares students for the rigors of AP Capstone Seminar. Students will learn to analyze research literature, synthesize multiple articles, locate gaps in the research conversation, and construct written arguments using evidence.	

Q* AP CAPSTONE SEMINAR	
Course #	1700500
Grade Level	10, 11, 12
Length	1 Year
Prerequisite	None
Credit	1
AP Capstone Seminar Course Description (1700500) AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments. This course includes a final exam in May.	

Q* AP CAPSTONE RESEARCH	
Course #	1700510
Grade Level	11, 12
Length	1 Year
Prerequisite	AP Capstone Seminar
Credit	1
AP Capstone Research Course Description (1700510) AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.	

Sports and Eligibility Rules

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

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

Interscholastic Sports

baseball	softball
basketball	soccer
cheerleading	tennis
cross country	track
flag football	swimming/diving
football	volleyball
golf	wrestling
lacrosse	

Service and Interest Clubs

Academic Team

Newspaper

Yearbook

5000 Role Models

Future Business Leaders of America

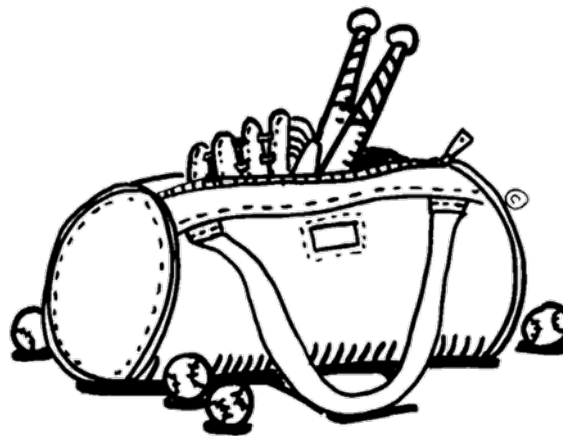
Robotics Club

National Honor Society

Mu Alpha Theta (Math Club)

Multicultural Club

National English Honor Society



Exceptional Student Education (ESE)

The Exceptional Student Education (ESE) Department provides services to students who have been identified and placed as eligible for this service. Students participating in this program have an Individual Educational Plan (IEP) that outlines the support and services the student requires in order to achieve success in school.

Students pursuing a Standard High School Diploma will be required to take all of the courses and meet all of the academic requirements for graduation from high school. Students are supported with specialized instruction such as ESE Learning Strategies and ESE Social and Personal Skills classes. In addition, ESE teachers provide support facilitation within the students' general education classes for the purpose of providing academic support and to monitor progress.

Learning Strategies Requirement

It is strongly suggested that all incoming 9th graders take ESE Learning Strategies for a minimum of one semester. This course will teach students organizational skills and test-taking strategies. In addition, support for general education class work is provided as time allows.

Students who are in 10th grade will be placed in Learning Strategies for one semester if their GPA is below 2.5. Eleventh and 12th graders with a GPA lower than 2.0 and/or have not passed the FSA are required to take one semester of Learning Strategies.

Note: Students not enrolled in ESE Learning Strategies class, or who do not receive classroom support from an ESE teacher will be considered for dismissal from ESE services. Students dismissed from ESE service are not eligible for FSA waiver.

Learning Strategies Curriculum

SIM Learning Strategies	Test Taking Skills
	Content Enhancement
Learning Styles	Time Management
	Post- Secondary
Planning	
Organizational Skill	FSA Prep
	Study Skills
Career Exploration	Test Preparation

Social and Personal Skills-This course focuses on social and personal skills that are needed to be able to work with others successfully in the school and community and with peers and authority figures.

Support Facilitation-This service involves an ESE teacher providing support in the general education classes to assist ESE students in their academic success. Focus is on core academic classes.

Learning Lab-The learning lab is available for ESE student only, most days of the week. The lab is staffed by ESE teacher assistants and provides a quiet area with limited distractions for students to take tests or complete assignments.

Exceptional Education

High School Access Courses

These courses are only for students taking the FAA

Access English 1/2	
Course #	7910111
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.
The purpose of this course is to provide students with disabilities the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language and to be able to interact productively and effectively with the world around them. In addition, they must know how to access knowledge and information through a variety of media for a variety of purposes. They should have the opportunity to access literature through traditional reading (comprehending written text), shared or recorded literature, specially designed text or the use of technology. Technology can be utilized for their writing. The content should include, but not be limited to: the reading process, literary analysis, the writing process, writing applications, communication, information and media literacy	

Access English 3/4	
Course #	7910112
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion. Multiple

The purpose of this course is to provide students with disabilities the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language and to be able to interact productively and effectively with the world around them. In addition, they must know how to access knowledge and information through a variety of media for a variety of purposes. They should have the opportunity to access literature through traditional reading (comprehending written text), shared or recorded literature, specially designed text or the use of technology. Technology can be utilized for their writing. The content should include, but not be limited to: the reading process, literary analysis, the writing process, writing applications, communication, information and media literacy

Access Geometry	
Course #	7912065
Grade Level	9 - 12
Length	1 Year
Prerequisite	None
Credit	

The purpose of this course is to develop the Geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real- world and Mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary; attributes of lines, planes, and solids; properties of size, shape, position, and space; variables and their impact on outcomes, and varied solution strategies to solve real-world problems.

Go to cpalms.org for specific course standards information.

Access Liberal Arts Mathematics	
Course #	7912070
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.

The purpose of this course is to develop the Algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to: content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions, including tables, sequences, and graphs; graphs to summarize data and predict outcomes; variables and their impact on outcomes; properties of size, shape, position, and space; and varied solution strategies to solve real-world problems.

Access Algebra 1A	
Course #	7912080
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/credits for course completion.

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions including tables, sequences, and graphs; graphs to summarize data and predict outcomes; variables and their impact on outcomes; and varied solution strategies to solve real - world problems.

Access Algebra 1 B	
Course #	7912090
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to: content-related vocabulary; operations using real numbers in real-world problems; patterns, relations, and functions, including tables, sequences, and graphs; graphs to summarize data and predict outcomes; ratios; variables and their impact on outcomes; and varied solution strategies to solve real-world problems.

Access HOPE: 9 to 12	
Course #	7915015
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.
<p>The purpose of this course is to assist students in developing physical skills and team sensibilities that will promote active participation in home, school, and community learning and social activities to enhance the quality of life experiences. Content should include, but not be limited to: physical activity, components of physical fitness, nutrition and wellness planning, diseases and disorders, health advocacy, First Aid and CPR; alcohol, tobacco, and drug prevention; human sexuality (including abstinence and HIV), cognitive abilities, lifetime fitness, movement, and responsible behaviors and values.</p>	

Access Chemistry 1	
Course #	7920011
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.
<p>The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Chemistry. Understanding the characteristics of and dynamic relationship between the building blocks of matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: scientific investigation; physical and chemical properties of matter; physical and chemical changes of matter; atomic theory; chemical patterns and periodicity; conservation of energy; interaction of matter and energy; and properties of fundamental forces.</p>	

Access Biology 1	
Course #	7920015
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.
<p>The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology 1. Understanding the characteristics of and dynamic relationship between life forms, processes, and the environment improves the ability to predict how we develop, maintain health, and impact our surroundings. The content of this course should include, but not be limited to: biological processes; cell structure and function; health-related issues and concerns; physiological processes; characteristics and classifications of plants and animals; plant and animal development, adaptation, and inter-relationships; plant, animal, and environment inter-relationships; renewable and non-renewable resources and scientific investigation.</p>	

Access Earth/Space Science	
Course #	7920020
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.
<p>The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Earth/Space Science. Understanding the dynamic relationship between the environment, the Earth and the universe improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: Earth systems, structures, and processes; natural forces, and their effect on Earth and the universe; the transfer of energy and matter; the dynamic nature of the geosphere; the water cycle, weather, and climate; investigative methodology; and renewable and non-renewable energy resources.</p>	

Access United States Government	
Course #	7921015
Grade Level	9-12
Length	Semester
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.
<p>The purpose of this course is to provide students with cognitive disabilities an understanding of how humans interact with their environment, the concept of citizenship and how to contribute to their communities, advocate for themselves and develop both civic and social competence. The content should include, but not be limited to: origins and purposes of government, law and the American political system; roles, rights and responsibilities of United States Citizens; principles, functions and organization of government; United States foreign policy; characteristics, distribution, and migration of human populations; and human actions that impact the environment.</p>	

Access Economics with Financial Literacy	
Course #	7921022
Grade Level	9-12
Length	Semester
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.
<p>The grade 9-12 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.</p>	

Access United States History	
Course #	7921025
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	May require up to 2 years/2 credits for course completion.
<p>The purpose of this course is to provide students with significant cognitive disabilities an understanding of the development of the United States. The content should include, but not be limited to: causes, course and consequences of the Civil War and Reconstruction; transformation of the American economic, social and political conditions in response to the Industrial Revolution; the changing role of the United States in world affairs; changing social, political and economic conditions of the Roaring Twenties and the Great Depression; causes, course and consequences of World War II; international influence of the United States and the impact of contemporary social and political movements on American life; physical and cultural characteristics of places; characteristics, distribution, and migration of human populations; historical, social and cultural contexts of the arts; and the influence of transportation, trade, communication, science and technology on American culture.</p>	

*Adaptive Team Sports	
Course #	15003200
Grade Level	9
Length	1 semester
Prerequisite	None
Credit	1/2
<p>The purpose of this course is to provide students with handicapping conditions with opportunities to acquire knowledge of sports appropriate to their level of disability, develop skills in a variety of team sports and maintain and/or improve their personal fitness. The content should include knowledge of the classification system applicable to individual's specific disability, and knowledge of safety practices. Opportunities will be provided to participate and develop basic skills in a variety of team sports.</p>	