

Countryside High School

Curriculum Guide 2024-2025



3000 State Road 580

Clearwater, FL 33761

727-725-7956

<https://www.pcsb.org/countryside-hs>

Welcome to Countryside High School, home of the Cougars! At Countryside High School, success is our goal. We will provide the tools and instructions needed for the success of our students. Our vision is 100% student success. Our mission is to educate and prepare each student for college, career and life. Countryside High School is in the northeastern portion of Pinellas County and serves primarily the communities of Clearwater and Safety Harbor. However, students from all over Pinellas County attend Countryside High School. We are one of the larger schools within the Pinellas County School System. Excellence is emphasized in all the variety of programs offered at our school. Countryside consistently ranks among the top schools in the region in academic achievement, athletics, student involvement and parent involvement.

Countryside High School is home to the magnet program for ISTEM (Institute for Science, Technology, Engineering, and Mathematics). The program offers two tracks: our technological and our scholar track. Pathways will be based on academic profiles and discussions with the parent and student. Our technological track is a career/college preparatory program that provides students with the skills needed in the IT field. Students choose to focus on one of four strands while in the program: **Computer Systems and Information Technology (CSIT), Game and Simulation, Web Application Development and Programming, or Digital Design**. Our scholar track provides students rigorous, college preparatory academic opportunities across all academic subjects while providing an emphasis on Science, Technology, Engineering and Mathematics (STEM). The interdisciplinary curriculum prepares students for postsecondary education and careers at the forefront of research, innovation, and technology while also providing the opportunity to earn college credits and industry certifications. Students have opportunities to study and apply emerging technologies in real-world scenarios while focusing on one of three fields of study: **Cybersecurity, Biotechnology, or Engineering**. All of the strands provide students multiple opportunities to earn nationally recognized industry certifications.

By attending Countryside High School, students have the ability to earn their Associate Degree by taking various Advanced Placement and Dual Enrollment classes. In addition, students also have the ability to earn an AP Capstone Diploma. Students can learn valuable skills within the AVID program, which is designed to help students as they take rigorous courses and prepare them for college readiness and success in a global society.

Advanced Academic Opportunities at Countryside High School

Advanced Placement (AP) College Courses

Advanced Placement classes provide students an opportunity to take classes for both high school and college credit. To receive college credit at state universities, a score of 3 or higher (on a scale of 1-5) on a test is required. Countryside High School requires students to take first semester exams in all AP classes. The resulting grade will be factored into the first three grading periods for the final semester grade. **Students are required to take the Advanced Placement Exam in May if they are enrolled in an AP course.** More information about AP courses can be found at the link below.
<https://apcentral.collegeboard.org/courses>.

AP Capstone Diploma Program

AP Capstone is a nationally recognized and innovative diploma program that provides students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. AP Capstone is built on the foundation of a two-year high school course sequence — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. Students who graduate with an AP Capstone diploma successfully pass 4 or more AP exams, in addition to passing AP Seminar and AP Research. More information about the AP Capstone Diploma Program can be found at the link below.
<https://apcentral.collegeboard.org/courses/ap-capstone>.

Advanced Placement (AP)

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

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

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

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

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

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

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

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

AP Computer Science A: Get familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks.

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

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

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

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

AP European History: Students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to present.

AP French Language: 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.

AP Human Geography: AP Human Geography introduces high school students to college-level cultural geography. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

AP Macro Economics: Explore the principles of economics that apply to an economic system as a whole. You’ll use graphs, charts, and data to analyze, describe, and explain economic concepts. You will learn how to define economic principles and models, explain given economic outcomes, determine outcomes of specific economic situations, and model economic situations using graphs or visual representations.

AP Micro Economics: The Course introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy.

AP Physics I: Introduces Newtonian mechanics, work, energy, power, mechanical waves, sound, and electric circuits.

AP Physics C - Electricity & Magnetism: The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

AP Physics C – Mechanics: The course explores topics such as kinematics; Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.

AP Precalculus: This course, you’ll explore everyday situations using mathematical tools and lenses. You’ll also develop an understanding of modeling and functions and examine scenarios through multiple representations. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health science, social science, and data science.

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

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

AP Spanish Literature: Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

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

AP United States History: Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship.

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

Cambridge AICE (Advanced International Certificate of Education)

A Cambridge education prepares students for life, helping them develop an informed curiosity and a lasting passion for learning. Schools can shape a Cambridge curriculum around how they want their students to learn, helping them discover new abilities and a wider world. Cambridge students develop the skills they need to achieve at school, university, and work. More information about the Cambridge AICE courses can be found at the link below.

<https://www.cambridgeinternational.org/>

AICE BUSINESS

Enables students to understand and appreciate the nature and scope of business, and the role it plays in society. It encourages students to examine the process of decision-making in a dynamic and changing business environment and to develop critical understanding of business organizations. They learn about business and its environment, human resource management, marketing, operations management and finance and accounting.

AICE ENGLISH GENERAL PAPER

Builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyze opinions and ideas and learn how to construct an argument. This syllabus develops highly transferrable skills including: how to develop arguments and present reasoned explanations; a wider awareness and knowledge of current issues; independent reasoning, interpretation and persuasion skills; the ability to present a point of view clearly and reflect upon those of others.

AICE MARINE SCIENCE

Provides a coherent and stimulating introduction to the science of the marine environment. We recommend that learners starting this course should have completed a course in Cambridge O Level or Cambridge IGCSE in Biology or Marine Science or the equivalent. The emphasis throughout 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. Cambridge International AS and A Level Marine Science can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism, or aquaculture.

AICE SOCIOLOGY

Offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past.

The study of sociology stimulates awareness of contemporary social, cultural, and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

Dual Enrollment

These courses are taught by Countryside High School's instructors on our campus and are one semester in length. Earning a final grade of C or higher will result in earning both high school and college credit. See School Counselors for further details regarding this program. More information about the requirements for these courses and other Dual Enrollment options thru SPC can be found at [Approved DE Course Matrix with Scores and Prerequisites](#).

AMH 2010 HISTORY OF THE UNITED STATES I (3 college credits, 1 high school credit)

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.

AMH 2020 HISTORY OF THE UNITED STATES II (3 college credits, 1 high school credit)

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.

AMH 2070 Florida History (3 college credits, ½ high school credit)

This course outlines chronologically the economic, social, geographic, and political background of Florida from the time of discovery through settlement, colonization and statehood. Florida's role in the Civil War and Reconstruction Period is reviewed and the state's agricultural development into the 20th century is described. Current issues including the impact of urbanization, tourism, and industrialization are emphasized.

ENC 1101 COMPOSITION I (3 college credits, 1 high school credit)

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

ENC 1102 COMPOSITION II (3 college credits, 1 high school credit)

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.

MAT 1033 INTERMEDIATE ALGEBRA (3 college credits, ½ high school credit)

This course includes major topics such as: factoring, algebraic fractions, radicals and rational exponents, complex numbers, quadratic equations, rational equations, linear equations and inequalities in two variables and their graphs, systems of linear equations and inequalities, introduction to functions, and applications.

MAC 1105 COLLEGE ALGEBRA (3 college credits, 1 high school credit)

This course is primarily a conceptual study of functions and graphs, their applications and of systems of equations and inequalities. Linear, quadratic, rational, absolute value, radical, exponential and logarithmic functions will be investigated. The use of a graphing calculator is integrated throughout the course.

SLS 1101 THE COLLEGE EXPERIENCE (3 college credits, ½ high school credit)

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

University of South Florida (USF)

EDF 2005 INTRODUCTION TO THE TEACHING PROFESSION (3 college credits, 1 high school credit)

Introductory survey course required for admission into the College of Education. A broad overview of the history, sociology and philosophy of education in the United States focuses on education as a field of study and teaching as a profession. Includes lecture and field experience.

EDF 2085 EDUCATION, DIVERSITY, AND A GLOBAL SOCIETY (3 college credits, 1 high school credit)

The course explores the role of formal and informal education within an increasingly diverse and global society. The course covers sociocultural approaches to education with a focus on immigration, race, gender, language, sexuality, and ability.

University of Florida (UF)

Various courses are offered virtually thru UF for 11th and 12th graders with a cumulative GPA of at least 3.6 and a PSAT score of 1130 or SAT score of 1100 or ACT composite score of 22. Scores need to be within 2 years of registration. Please see your School Counselor for more information.

Early College and Early Admission Programs

The Early College and Early Admissions Program is a partnership between St. Petersburg College (SPC) and Pinellas County Schools (PCS) that offers new and innovative options for high school students. Students entering grades 11 and 12 in PCS, as well as private and home-schooled students, who meet dual enrollment eligibility standards and reside in Pinellas County, will have the opportunity to apply for the Early College/Early Admission Program. Private and home-schooled students will be required to enroll in a public high school to participate. Students will remain dual-enrolled in their home high schools (allowing them to participate in all extracurricular activities) and in classes at SPC. More information can be found at <https://www.spcollege.edu/future-students/admissions/high-school-programs>.

Pinellas Technical College (PTC)

PTC offers custom training for business and industry in the highly-technical and specialized areas of medical, automotive, electronics, construction, manufacturing, and a variety of service occupations. Incoming juniors and seniors who meet eligibility and graduation requirements may take a bus from our campus to PTC Clearwater Campus in the morning, returning for lunch and afternoon classes at our Countryside campus. Course enrollments are limited to space availability. The following programs are offered PTC – Clearwater as dual enrollment options:

.Net Application Development & Programming, Accounting Operations, Automotive Service Technology 1, Cabinetmaking, Computer Systems & Information Technology, Diesel Systems Technician 1, Machining Technologies, Medical Administrative Specialist, Network Support Services, Professional Culinary Arts and Hospitality, and Web Development.

The following are the requirements to be a dual enrollment student at PTC:

Be at least 16 years old and entering their junior or senior year in high school.

Have a minimum cumulative unweighted GPA of 2.0, or 2.5 GPA for medical-related programs.
Show responsibility through high school attendance and behavior.
Obtain a Dual Enrollment Application from their high School Counselor.
Return completed application to their high School Counselor, with all necessary signatures. Once the PTC counselor has received the application, the student will be contacted by PTC regarding a shadowing date.

More information about Pinellas Technical College can be found at [Pinellas Technical College](#).

Electives

Countryside High School offers various electives that all students have the ability to take:

Business – Digital Information Technology, Personal Financial Literacy, Workplace Essentials, Workplace Tech Applications

ESE – Learning Strategies, Career Preparation, Transition Planning, Unique Skills

Family & Consumer Sciences – Culinary Arts 1, Culinary Arts 2, Early Childhood Education, Fabric Construction, Nutrition & Wellness, Principles of Food Preparation

Fine Arts – 2D Art, 3D Art, Band, Chorus, Creative Photography, Guitar, Instrumental Ensemble, Keyboard, Music of the World, Music Technology and Sound Engineering, Musical Theatre, Technical Theatre Design & Production, Theatre, Vocal Ensemble, Vocal Techniques

ISTEM - [ISTEM Course Progression](#)

Language Arts/Social Studies Electives –AVID, ESOL ELA Language Development, Holocaust, Leader in Me, Newspaper, Reading, Yearbook

Physical Education – Basketball, Driver’s Education, Health Opportunities through Physical Education (HOPE), Volleyball

Practical Arts – Advanced Technology Application, Communication Technology, Television Production

World Languages – French, Spanish

More information about the courses listed above can be found at <https://www.cpalms.org/Public/search/Course> .

Pinellas Virtual School

Students who plan to take online courses through Pinellas Virtual School must be enrolled in the online course and have a start date aligned to the Pinellas County Schools’ calendar to have the course replace one of the classes in their school day. More information about Pinellas Virtual School can be found at <https://www.pcsb.org/virtuelschool>.

Changing Courses Once You Have Registered

We expect students, after discussion with their parents and counselors, to choose their courses with care, prior to registration. However, if you find that you need to change a course, please contact your School Counselor **BEFORE THE DEADLINE**. After schedules are printed, changes may be made **ONLY** through the SCHEDULE ADJUSTMENT PROCESS and **MUST** meet the criteria listed on this page.

Criteria For A Schedule Change

- Computer errors due to miscoding, dropping of a section, etc.
- Failure to pass the course the previous semester or failure to meet the course pre-requisites
- Level changes
- Course needed to meet graduation requirements

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

Graduation Requirements

Graduation Requirements	
ENGLISH	4 credits
MATH	4 credits; one credit must be Algebra I, one credit must be Geometry
SCIENCE	3 credits, one credit must be in Biology
SOCIAL STUDIES	½ US Government, 1 credit World History, 1 credit US History, ½ Economics
WORLD LANGUAGE	Not required for graduation BUT required for admission to state universities and Bright Futures Scholarships
FINE/PRACTICAL ART*	1 credit required
PHYSICAL EDUCATION	1 credit of HOPE
PERSONAL FINANCIAL LITERACY	½ credit required (only for rising 9 th and 10 th graders)
ADDITIONAL CREDITS	8.0 credits (7.5 credits for rising 9 th and 10 th graders); may include electives or additional academic courses
State Assessment Requirements	
ELA	Passing score on Grade 10 ELA Reading or earn concordant score
EOC	Passing score on Algebra 1 EOC (will also count as 30% of final course grade) or earn a comparative score Must take Biology, Geometry and US History EOC (each of these will also count as 30% of final course grade)
Grade Point Average Requirement	
GPA	A minimum cumulative unweighted GPA of a 2.0 is required for graduation

Students wishing to enter a state-supported university as a freshman must earn two or more sequential credits in a world language. In addition, students need to complete two years of a world language for consideration for Bright Future Scholarships.

Retention Policy

Rising sophomores with fewer than 6 credits remain freshmen.

Rising juniors with fewer than 12 credits remain sophomores.

Rising seniors with fewer than 17 credits remain juniors.

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

Grading Scale

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

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

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

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

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

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

Calculating Final Grades

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

Q1 (37.5%) + Q2 (37.5%) + Exam (25%) = Semester Grade 1

Q3 (37.5%) + Q4 (37.5%) + Exam (25%) = Semester Grade 2

For Algebra 1 (and Algebra 1B), Biology, Geometry, and US History, the semester grade is calculated by the following,

Q1 (37.5%) + Q2 (37.5%) + Exam (25%) = Semester Grade 1

Q3 (50%) + Q4 (50%) = Semester Grade 2

S1 (35%) + S2 (35%) + EOC Exam (30%) = Full Year Grade

Weighted Grade Point Average

Grades are assigned the following point values only when determining class ranking and for averages for Summa Cum Laude, Magna Cum Laude, Cum Laude status, Valedictorian, Salutatorian, and the National Honor Society:

	A	B	C	D	F
Advanced Placement AICE Dual Enrollment	5	4	3	1	0
Honors	4.5	3.5	2.5	1	0
Regular	4	3	2	1	0

Class Rank: Class rank will be computed based on all courses taken for high school credit through the first semester of the 12th grade year. Early College and Early Admissions students are disqualified for the purposes of Valedictorian and Salutatorian.

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

Registering for Courses

Students will meet with their respective School Counselor to register for the following year's courses. Students may be placed in remedial courses based upon their previous years' academic performance. Courses are determined based upon feedback from students, parents, teachers, and their School Counselor. In addition, grades, GPA, and test scores are used to determine appropriate placement for the following year's courses.

COUNTRYSIDE HIGH STUDENT REGISTRATION WORKSHEET 2024 - 2025

Student Name _____ Current Grade: _____ Cohort _____

Have you met the accelerated expectation? Yes or No

It is a Countryside High School EXPECTATION that students will graduate with COLLEGE CREDIT and/or an INDUSTRY CERTIFICATION

	Semester 1	Subjects	Semester 2
1		English	
2		Math	
3		Science	
4		Social Studies	
5		ISTEM Strand** or Elective	
6		Elective	
7		Elective	
		Alternative	
		Alternative	

Graduation Requirements

ENGLISH	4 credits
MATH	4 credits; one credit must be Algebra I, one credit must be Geometry
SCIENCE	3 credits, one credit must be in Biology
SOCIAL STUDIES	½ US Government, 1 credit World History, 1 credit US History, ½ Economics
WORLD LANGUAGE	<i>Not required</i> for graduation BUT required for admission to state universities and Bright Futures Scholarships
FINE/PRACTICAL ART*	1 credit required
PHYSICAL EDUCATION	1 credit of HOPE
PERSONAL FINANCIAL LITERACY	½ credit required (only for rising 9 th and 10 th graders)
ADDITIONAL CREDITS	8.0 credits (7.5 credits for rising 9 th and 10 th graders); may include electives or additional academic courses

State Assessment Requirements

ELA	Passing score on Grade 10 ELA Reading or earn concordant score
EOC	Passing score on Algebra I EOC (will also count as 30% of final course grade) or earn a comparative score Must take Biology, Geometry and US History EOC (each of these will also count as 30% of final course grade)

Grade Point Average Requirement

GPA	A minimum cumulative unweighted GPA of a 2.0 is required for graduation
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Discuss your choices with your Parent(s) or Guardian(s)

Students who score below a proficient level on the previous year FAST ELA test will be placed in reading instead of elective courses to help improve skills and meet graduation requirements. In addition, students' math placement will be determined based upon the previous year BEST Math test. All course selections will be reviewed by the school counselor to ensure accurate course placement.

**ISTEM Students are required to take at least one ISTEM class a year.

Student Signature _____ Parent Signature _____

SOCIAL STUDIES	LANGUAGE ARTS	WORLD LANGUAGES	VISUAL ART	TECHNOLOGY	AVID
AP MACRO ECONOMICS (s)	AP ENG LANG COMP	AP FRENCH LANG	AP 2D STUDIO ART *	COMM TECH 1 *	AVID 2
AP MICRO ECONOMICS (s)	AP ENG LIT COMP	AP SPANISH LANG	AP 3D STUDIO ART *	COMM TECH 2 *	AVID 3
AP US HISTORY	AICE ENG GEN PAPER	AP SPANISH LIT	AP STUDIO DRAWING *	COMM TECH 3 *	AVID 4
AP WORLD HISTORY	ENG 2 H	FRENCH 1	2D ART 1 *	ADV TECH APPS (COMM TECH 4) *	LEADER IN ME
ECONOMICS H (s)	ENG 2	FRENCH 2	3D ART 1 *	TV PROD 1-4*	
ECONOMICS (s)	ENG 4 H	FRENCH 3 H	CREATIVE PHOTO*		
US HISTORY H		SPANISH 1			
US HISTORY		SPANISH 2	DRAMA & MUSIC	BUSINESS ED	AP CAPSTONE
WORLD HISTORY H		SPANISH 3 H	BAND 1-4*	AP COMPUTER SCI PRIN	AP SEMINAR
WORLD HISTORY		SPANISH 4 H	CHORUS 1-4 *	AP COMPUTER SCI A	AP RESEARCH
			GUITAR 1 *	AICE BUSINESS	
			INSTR ENTS 1-3 *	DIGITAL INFO TECH *	DUAL ENROLLMENT
SS ELECTIVE OPTIONS	LA ELECTIVE OPTIONS		KEYBOARD 1-3 *	PERS FINANCIAL LIT (s)	HIST OF THE US 1 & 2 (s) ^^
AP EUROPEAN HIST	ESOL ELA LANG DEV		MUSIC OF THE WORLD*	WKPL ESSEN 12 th (S1) (s)	FLORIDA HISTORY (s) ^^
AP HUMAN GEO	JOURN NEWSPAPER 1-4		MUSIC TECH & SOUND*	WKPL TEC 12 th (S2) (s)	INTRO TO ED & TEACH DIVERSE POP (s) ^^ 11 th /12 th only
AP PSYCHOLOGY	JOURN YEARBOOK 1-4		MUSIC THEATRE 1-4 *		COMP 1 & 2 (s) ^^
AICE SOCIOLOGY	INTENSIVE READING		TECH THEA DES 1-3 *		INTERMEDIATE ALG (s) ^^
HOLOCAUST (s)			THEATRE 1-4 *		COLLEGE ALG (s) ^^
			VOCAL ENSEMBLE 1-4 *		COLLEGE EXPERIENCE (s) ^
			VOCAL TECH 1-4 *		
SCIENCE	MATHEMATICS	FAMILY & CONSUMER SCIENCES	PHYSICAL / HEALTH / DRIVER'S EDUCATION	ISTEM (must take DIGITAL INFO TECH before taking any of these courses)	
AP BIOLOGY	AP CALCULUS AB	EARLY CHILD EDU 1	BASKETBALL 1 (s)	<u>BIOTECHNOLOGY</u>	<u>ENGINEERING</u>
AP CHEMISTRY	AP CALCULUS BC	CHILD CARE WORKER 2 ^^^	BASKETBALL 2 (s)	BIOTECH 1	BLDG TR & CDT 1
AP ENVIRONMENTAL SCIENCE	AP PRECALCULUS	TEACHER AIDE 3* ^^	DRIVERS EDUCATION (s)	BIOTECH 2	BLDG TR & CDT 2
AP PHYSICS 1	AP STATISTICS	PRESCHOOL TEACHER 4 ^^^	HOPE	BIOTECH 3	BLDG TR & CDT 3
AP PHYSICS C - MECHANICS	ALGEBRA 2 H	FABRIC CONSTRUCTION (s)	VOLLEYBALL 1 (s)	BIOTECH 4	BLDG TR & CDT 4
AP PHYSICS C - ELECTRICITY & MAGNET	GEOMETRY H	PRINCIPLES OF FOOD PREP (S1) (s)	VOLLEYBALL 2 (s)	<u>CYBERSECURITY</u>	<u>DIGITAL DESIGN</u>
AICE MARINE SCI	MATH FOR COLL LIB ARTS	NUTRITION & WELLNESS (S2) (s)		COMPUTER & NETWORK SECURITY 1	DIGITAL DESIGN 1 *
AGRISCIENCE	MATH FOR DATA & FIN LIT	CULINARY ARTS 1		CYBERSECURITY ESSENTIALS 2	DIGITAL DESIGN 2 *
ANATOMY PHYSIOLOGY H	PROB & STATS H	CULINARY ARTS 2		OPERATIONAL CYBERSECURITY 3	DIGITAL DESIGN 3 *
CHEMISTRY H				APPLIED CYBER APPS 4	DIGITAL DESIGN 4 *
				<u>CSIT</u>	<u>GAME & SIMULATION</u>
				CSIT FOUND 1	GAME & SIM FOUND 1*
			ESE	CSIT SYSTEM ESSEN 2	GAME & SIM DESIGN 2*
			CAR EXP (TA & OJT)	CPT NETWORK SPECIALIST 3 ^^	GAME & SIM PROG 3 *
			LEARNING STRAT 10-12	CPT NETWORK TECHICIAN 4 ^^	MULTI-USER GAME & SIM 4 *
			SOCIAL PERSONAL SKILL		WEB APP DEV & PROG
			TRAN PLAN 10-12		FOUND OF PROG 1
					PROCED PROG 2
	Countryside High School Curriculum Guide				WEB PROG 3
					JAVASCRIPT PROG 4

(s) - Semester Course
* - Meets Fine/Practical Art requirement

^ - Requires 2.0 GPA for 12th, 2.5 GPA for 10th & 11th
^^ - Requires 3.0 GPA & Test Scores

^^^ - PTC Dual Enrollment Course

More information can be found on the Curriculum Guide (QR code above) or at <https://www.cpalms.org/Public/search/Course> .