

GIBBS HIGH SCHOOL COURSE GUIDE

**Gibbs High School
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Barry Brown, Principal

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To view course selections please select appropriate department.

Graduation Requirements

Standard Diploma Requirements Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

College and Career Readiness

Students starting out in college or a career need to be well prepared. The transition from high school or the workforce to college can be a challenge for some students, especially those who are not aware of the expectations and requirements for entering college level coursework. Once admitted to a college, students may take a college placement test to identify Career and College Readiness the appropriate courses for the individual's skill level. The resources below provide information regarding college and career readiness in Florida.

Definition

Students are considered college and career ready when they have the knowledge, skills, and academic preparation (Word) needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement.

Knowledge

To be considered “college and career” ready, students must demonstrate mastery of the Florida Postsecondary Readiness Competencies in English and mathematics that have been identified through a cross-sector collaborative effort by Florida’s K12, college and university faculty. Students demonstrate proficiency by achieving passing-level scores in reading, writing and mathematics on the Postsecondary Education Readiness Test (PERT) or an approved alternative. Students scoring below state-adopted common cut scores in these discipline areas are required to enroll in and successfully complete developmental education (remedial) courses in the areas of their deficiencies prior to enrollment in postsecondary, General Education, college-credit courses.

Higher levels of demonstrated competence in mathematics, language arts, the natural sciences, and the social sciences increase the options available to a student (e.g., selective university enrollment, high-skill occupation) and the likelihood that a student will succeed in postsecondary education and the skilled workforce. These higher levels of competency may be measured by SAT and/or ACT scores, in addition to earning postsecondary credits through AP, IB, Dual Enrollment, or AICE programs; or by earning state-approved industry certifications.

Skills

Students who succeed in higher education and the workforce tend to demonstrate a maturity that is evidenced by the following observable dispositions and behaviors which have been identified by Florida postsecondary faculty as well as business and industry leaders:

- Effective communication skills
- Critical thinking and analytical skills
- Good time management skills
- Intellectual curiosity
- A commitment to learning

Academic Preparation

To be considered for admission to a degree program in a Florida postsecondary institution all students must, at minimum, possess a standard high school diploma or its equivalent as defined in Florida statutes and State Board of Education rule. Additionally, for students to attain the knowledge, skills, and abilities sufficient to support “college and career” ready standards, it is recommended that all currently enrolled Florida secondary students successfully complete a minimum of 16 high school credits in core content areas that include:

- 4 credits in mathematics including Algebra 1, Geometry and Algebra 2
- 4 credits in English that include grammar, writing, and literature
- 3 credits in science that include the physical, life and earth space sciences

Evidence of College and Career Readiness

Students are expected to demonstrate College and Career Readiness through one of the following methods:

- Passing an Advanced Placement Test with a qualifying score of 3 or higher
- Passing a Dual Enrollment course with a grade of C or higher
- Earning an Industry Certification through a qualifying CTAE Examination

Gibbs 4-year Academic Track Overview

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Language Arts	Pre-AP English 1	Pre-AP English 2	English Hon 3	English 4 College Prep
(4)			AP English Lang	AP English Lit
	Pre-AP English 2	AP English Lang	AP English Lit	Comp 1 & 2 (Sem. DE)
Mathematics	Algebra 1-A	Pre-AP Alegbra 1	Pre-AP Geometry	Math for Coll. Readiness
(4)	Pre-AP Alegbra 1	Pre-AP Geometry	Algebra 2 Honors	Stats & Probability
(placement based on	Pre-AP Geometry	Algebra 2 Honors	Pre-Calculus	AP Calculus A/B
FSA Math Scores)	Algebra 2 Honors	Pre-Calculus	AP Calculus A/B	AP Calculus B/C
				AP Statistics
Science	Envi Sci Honors	Pre-AP Biology	Chemistry Honors	
(3)	Pre-AP Biology	Chemistry Honors	AP Bio or AP Chem	
			Marine Science Hon	
			Physics Honors	
Social Studies	US Gov (Reg/Hon)	World History (Reg/Hon)	US History (Reg/Hon)	Economics (Reg/Hon)
(3)	AP Human Geography	AP World History	AP US History	AP Econ & AP Gov
				US Gov (Reg/Hon)
Fine/Performing Arts	Art, Band, Chorus (Digital Info Tech and other Practical Arts can meet this requirement. See counselor for more info.)			
(1)				
Physical Education	HOPE			
(1)	(One credit of HOPE required. Can be waived with Sports, Band, ROTC or Dance Waivers)			
Reading	Read for College Success	Read for College Success	Read for College Success	Read for College Success
(Based on FSA ELA Scores)	N	T	A	B
Foreign Language	Spanish 1-4 and AP	Spanish 1-4 and AP	Spanish 1-4 and AP	Spanish 1-4 and AP
	<i>Not required for graduation, but two consecutive years of the same foreign language is required for admittance to most 4 year colleges and for Bright Futures. Credits count as electives.</i>			
The Mission of Pinellas County Schools and Gibbs High School is to Educate and Prepare Each Student for College, Career and Life.				
Students demonstrate preparation for College, Career and Life by earning Industry Certifications, achieving qualifying scores on Advanced Placement Exams, or passing Dual Enrollment courses. The academy tracks at Gibbs High School are aligned to achieve this goal. Every students will choose an academy track.				

Gibbs 4-year Non-magnet Academy Overview

Academy	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Emergency Medical (DE & Ind Cert)	Anatomy & Physiology Honors (Science Credit)	Health Sci. Foundations	Emergency Medical Responder	EMT DE @ PTC (2.0 GPA required)
Early Childhood (DE & Ind Cert)	Child Care Worker 1 (2.0 GPA required)	Child Care Worker 2 (2.0 GPA required)	Teacher Aide (Pre-school) (2.0 GPA required)	Teacher Aide (Pre-school) (2.0 GPA required)
Culinary Prep (DE & Ind Cert)	Principles of Food (sem) Nutrition & Wellness (sem)	Culinary 1	Culinary DE @PTC (2.0 GPA required)	Culinary DE @ PTC (2.0 GPA required)
Digital Media (Ind Cert)	Digital Info Technology (counts as Fine Art credit)	Digital Media Fundamentals	Digital Media Production	Digital Media Delivery
Leadership (JROTC)	AR Lead 1 Lead Ed (Drill)	AR Lead 2 Lead Ed (Drill)	AR Lead 3 Lead Ed (Drill)	AR Lead 4 Lead Ed (Drill)
Pre-Collegiate (AVID) (AP)	AVID 1 1 Hon. or higher course	AVID 2 2 Hon. or higher course	AVID 3 1 Hon. or higher & 1 AP/DE course	AVID 4 2 AP/DE Courses
Technical Work Prep (PTC) (DE)	Pers School Career Dev.	DE @PTC (2.0 GPA required, TABE test required)	DE @PTC (2.0 GPA required)	DE @PTC (2.0 GPA required)
Program Options:	1. Automotive Collision Technology Technical		7. Network Support Services	
	2. Automotive Service Technology		8. Pharmacy Technician	
	3. Building Construction Technology		9. Plumbing Technology	
	4. Central Sterile Processing Technology		10. Professional Culinary Arts and Hospitality	
	5. Emergency Medical Technician		11. Welding Technology	
	6. Licensed Practical Nursing			

Grading Scale

The grading system and interpretation of letter grades used in middle and high school shall be as follows:

- A. A = 4 grade points (90%-100%) (Outstanding progress)
- B. B = 3 grade points (80%-89%) (Above average progress)
- C. C = 2 grade points (70%-79%) (Average progress)
- D. D = 1 grade point (60%-69%) (Lowest acceptable progress)
- E. F = 0 grade points (0-59%) (Failure)
- F. I = 0 grade points (Incomplete)

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

Final Grades

- A. End of Course Assessments and Final Examinations

Middle grade students enrolled in high school Algebra I must take and pass the statewide standardized EOC assessment to earn high school credit.

Middle grade students enrolled in high school Algebra I must pass the statewide standardized EOC assessment to qualify for a standard high school diploma. However, if the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment.

Beginning in 2012-2013, middle grades students enrolled in high school geometry or Biology I must take the statewide, standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student's final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit.

Neither middle grade students nor high school students enrolled in high school **geometry** are required to pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

Both middle grade students and high school students enrolled in high school ***Biology I*** must pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

In Pinellas County students entering grade 7 starting 2012-2013 and beyond must be enrolled into a yearlong Civics education course. Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in Civics education MUST constitute 30

percent of the student's final course grade. Lastly, students enrolled MUST pass the Civics course in order to be promoted to the 9th grade.

No middle school courses will have a final examination counting as a separate grade.

B. Grade Computation

The four (4) quarter marking period grades shall be used to formulate the final grade for the yearlong course. In the case of semester courses, the two (2) quarter marking period grades will be used to determine the final grade. Final grades are computed by summing the grade point value (A=4, B=3, C=2, D=1, F and I=0) for each grade and dividing by the number of grades. The resulting final grade average is converted to a letter grade based on the scale below (see also paragraphs Options for Grading, and Plus and Minus below):

1. A = 3.5-4
2. B = 2.5-3.5
3. C = 1.5-2.5
4. D = .5-1.5
5. F = 0-.5

Final Grades

The final grade in high school courses is a semester grade determined by giving a 75% weight to the average of the two (2) quarter grades and a 25% weight to the final examination.

A. Calculating Final Grades

Seventy-five (75) percent of the final semester grade will come from an average of a student's quarter grades and twenty-five (25) percent of the final semester grade will come from a student's final exam grade. To obtain the semester grade, average the unweighted grade point values of the two (2) quarter grades (Q) then multiply this average by 75%. That value is added to the unweighted grade point value of the exam grade which is multiplied by 25%.

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

In courses for which final examinations are not prescribed or required, the final grade will be determined by averaging the unweighted grades of the two (2) quarters:

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

The resulting semester grade average is converted to a letter grade based on the scale below (see paragraph (c) regarding grades at the midpoint):

- A = 3.5-4
- B = 2.5-3.5
- C = 1.5-2.5
- D = .5-1.5

$$F = 0-.5$$

Unweighted Grade Point Average

Grades are assigned the following point values except as identified in Board policy (e.g. when determining eligibility for extra-curricular activities and for determining the cumulative grade point average for graduation):

1. A = 4
2. B = 3
3. C = 2
4. D = 1
5. F = 0

Weighted Grade Point Average for Standard Curriculum Students

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:

The following point values are applicable only for those students who entered 9th grade during or prior to the 2013-14 school year:

1. to receive an "A" in:
 - a. Honors (Q) - A = 5
 - b. Regular - A = 4
 - c. Basic (B) - A = 3
2. to receive a "B" in:
 - a. Honors (Q) - B = 4
 - b. Regular - B = 3
 - c. Basic (B) - B = 2
3. to receive a "C" in:
 - a. Honors (Q) - C = 3
 - b. Regular - C = 2
 - c. Basic (B) - C = 1
4. to receive a "D" in:
 - a. Honors (Q) - D = 1
 - b. Regular - D = 1
 - c. Basic (B) - D = .5
5. to receive an "F" in:

- a. Honors (Q) - F = 0
- b. Regular - F = 0
- c. Basic (B) - F = 0

The following point values are applicable only for those students who enter 9th grade during the 2014-15 school year.

The following key applies to the programs listed below: Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), Advanced International Certificate of Education (AICE)

1. to receive an "A" in:
 - a. AP, DE, IB, or AICE Courses (Q) - A = 5
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q) - A = 4.5
 - c. Regular - A = 4
 - d. Basic (B) - A = 3
2. to receive a "B" in:
 - a. AP, DE, IB, or AICE Courses (Q) - B = 4
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q) - B = 3.5
 - c. Regular - B = 3
 - d. Basic (B) - B = 2
3. to receive a "C" in:
 - a. AP, DE, IB, or AICE Courses (Q) - C = 3
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q) - C = 2.5
 - c. Regular - C = 2
 - d. Basic (B) - C = 1
4. to receive a "D" in:
 - a. AP, DE, IB, or AICE Courses (Q) - D = 1
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q) - D = 1
 - c. Regular - D = 1
 - d. Basic (B) - D = .5
5. to receive an "F" in:
 - a. AP, DE, IB, or AICE Courses (Q) - F = 0
 - b. All other non AP, DE, IB, or AICE Courses that are Honors (Q) - F = 0
 - c. Regular - F = 0

d. Basic (B) - F = 0

H. Honors Quality Points

A weighted grade point average is achieved by assigning one (1) extra honors quality point to A, B, and C grades earned in selected, advanced placement, dual credit, Pre IB and IB courses (see above). Honors courses will be awarded a (0.5) extra honors quality half-point to A, B, and C grades. The District's *High School Uniform Course Descriptions* and the individual high school curriculum guides will use a (Q) to indicate the Board approved honors quality point courses.

1. When a quality point is approved for an existing course in the District's High School Uniform Course Descriptions, the application of the extra point will begin with the next school year after it is approved and will only impact the entering ninth grade class that school year or the entering seventh and eighth grade classes that school year if the high school course is taken at the middle school level. These quality points are not applied retroactively.
2. When a new quality point course is added to the District's High School Uniform Course Descriptions, the quality point may be earned by all students in grades 9-12 enrolled in the course during its implementation year and subsequent years.
3. Quality points earned in approved high school courses taken in middle school will not be applied to a student's record until the student enters high school.

Forgiveness Policy

- A. A high school student who chooses to repeat a specific course to replace a "D" or "F" with a grade of "C" or higher will be given that opportunity in the regular school program to repeat the course. The opportunity to take a replacement course is subject to course availability. There is no assurance that an appropriate replacement course will be available to all students. All replacement courses must be completed no later than the second semester of the senior year. The repeated course can also be taken in the Extended Learning Program to replace an "F" grade or to replace a "D" grade if the student has less than a 2.0 unweighted GPA. The repeated course can also be taken in an adult education evening class to replace an "F" grade for students within one (1) month of their 16th birthday and older. Pending available space, students may choose to attend an adult education class to replace a "D" grade with a grade of "C" or higher if the student is working toward a twenty-four (24) credit standard diploma and has an unweighted GPA of less than 2.0.

Upon completion of such repeated course, only the higher of the two (2) grades will be used to compute the student's grade point average. "Forgiven grades", however, will be included on a student's transcript. Credit may be earned only one (1) time for the course repeated. Any course grade not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average.

- B. A required course may only be replaced with the same or comparable course, an advanced or honors version of the course being "forgiven", or a "credit recovery" version of the course being forgiven. An elective course may be replaced with any other course within the same course area and course level. Because there is more than one (1) course/series of courses that can be used to learn algebra concepts in preparation for the Algebra EOC, a student may apply the grade forgiveness rule to one (1) or both semesters of Algebra 1A for the first semester of Algebra I and vice versa and a student may apply the grade forgiveness rule to one (1) or both semesters of Algebra 1B for the second semester of Algebra I and vice versa. For students entering 9th grade in the 2010-2011 school year and subsequent years, a passing course grade in Algebra 1B, or Algebra 1 does not award credit and does not meet the state's Algebra graduation requirement. For these students, passing the Algebra 1 EOC awards course credit and meets the state's algebra requirement for graduation. For students entering 9th grade in 2012-2013 and subsequent years, a passing course grade in biology or geometry does not award credit in either course and does not meet the state's biology or geometry graduation requirements. For these students, passing the geometry and biology EOCs awards course credit and

meets the state's geometry and biology requirements for graduation.

- C. A student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D" or "F" or the equivalent of a grade "C", "D", or "F," may replace the grade with a grade of "C" or higher or the equivalent of a grade "C" or higher, earned subsequently in the same or comparable course.

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 3.5

Dual Enrollment Credit

Dual credit courses provide standard diploma students with the opportunity to earn high school credit as well as college credit from St. Petersburg College (SPC). Course offerings at high schools will vary. College application fees and tuition are waived by the college and textbooks are paid for by the school district. In order to be eligible to take dual credit classes students must: be in 11th or 12th grade (other eligible secondary students must be academically advanced and in need of college level courses to meet specific high school graduation requirements); have a cumulative unweighted grade point average of 3.0 on a 4.0 scale; and have earned an acceptable score on the SPC placement test. Students may enroll only in dual credit courses that are included in the Pinellas County Schools' Articulation Agreement with the college. SPC requires that students take the final exam in all courses. With permission from the high school principal, students who meet the above eligibility requirements, may enroll in specified dual credit courses on the SPC campus as part of their regular high school schedule for up to half of the school day. Students must complete the application for Dual Campus form and obtain approval of the high school principal or designee prior to enrolling in classes on the SPC campus.

Early Admission

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

1. have completed three full years of high school with a minimum of 18 credits earned;
2. have a cumulative unweighted grade point average of 3.0 on a 4.0 scale (3.8 for USF Honors College);
3. have met the minimum level of performance for high school graduation on the FCAT;
4. have earned a 0.5 high school credit in a physical activity course or 1.0 HOPE credit;
5. have earned an acceptable score on the college placement test;
6. have obtained the signature of the high school principal on the application for Early Admission to College by July 15th for Fall and November 15th for Spring; and
7. have met the college application deadline.

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

Early College Program

The Early College Program is a partnership between St. Petersburg College (SPC) and Pinellas County School (PCS) that offers new and innovative options for high school students. Students entering grades 11 and 12 in PCS, as well as private and home-schooled students, who meet dual enrollment eligibility standards and reside in Pinellas County, will have the opportunity to attend the Early College Program. Private and home-schooled students will be required to enroll in a public high school to participate. Students will remain dual-enrolled in their home high schools (allowing them to participate in all extracurricular activities) and in classes at SPC. For additional information, see website www.spcollege.edu/central/earlycollege

Florida Bright Futures Scholarship Program

GENERAL ELIGIBILITY REQUIREMENTS FOR THE FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

- Apply for a Florida Bright Futures Scholarship by completing the Florida Financial Aid Application during your last year in high school. Students may apply on-line at www.FloridaStudentFinancialAid.org beginning December 1st of their senior year. This application gives the Florida Department of Education (FLDOE) permission to evaluate their high school transcripts for eligibility for a Florida Bright Futures Scholarship.
- Be a Florida resident and a U.S. citizen or eligible non-citizen. (The college or university you attend is responsible for verifying your Florida residence and citizenship status.)
- Receive a Florida standard high school diploma or its equivalent.
- Be accepted by and enrolled in an eligible Florida public or private college or vocational school as a degree-seeking or certificate-seeking student.
- Be enrolled in a minimum of twelve semester credit hours or the equivalent in quarter or clock hours, per term.
- Not have been found guilty of, or pled no contest to, a felony charge.
- Begin using the award in the year following your high school graduation or apply for reinstatement within three years of high school graduation (students entering the military following graduation are not bound by this requirement).
- Meet the academic requirements for the award student would like to earn.

The Florida Legislature is authorized to change eligibility and funding	Florida Academic Scholars Award	Florida Medallion Scholars Award	Florida Gold Seal Vocational Scholars Award				
Award Amount A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected.	Public and Private Institutions All students will receive the specified award amounts established by the Florida Legislature in the General Appropriations Act. Award amounts for the 2013-14 academic year will be available on the Bright Futures website in summer 2013, after the legislative session. For current year award amounts visit: www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm						
Grade Point Average (GPA) Weighting for more challenging, higher level courses is prescribed by law as .50 per course per year. Example: <table><tr><td>Credit</td><td>Weighting</td></tr><tr><td>1.00</td><td>.50</td></tr></table>	Credit	Weighting	1.00	.50	3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below. (Note: GPAs are not rounded.)	3.0 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below. (Note: GPAs are not rounded.)	3.0 weighted GPA using the 16 core credits listed below for a 4-year Diploma and a 3.5 unweighted GPA in a minimum of 3 Career and Technical Education credits in one vocational program, combined with the test scores and community service hours listed below. (See "Other Ways to Qualify" for 3-year graduation options.) (Note: GPAs are not rounded.)
Credit	Weighting						
1.00	.50						
Required Credits See the Comprehensive Course Table on the Bright Futures website to identify courses that count toward each award level.	Courses must include 16 credits of college preparatory academic courses. 4 English (3 with substantial writing) 4 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 World Language** (sequential, in the same language) <hr/> 16 Credits	Courses must include 16 credits of college preparatory academic courses. 4 English (3 with substantial writing) 4 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 World Language** (sequential, in the same language) <hr/> 16 Credits	4-year Diploma*** Credits must include 16 core credits required for high school graduation. 4 English 4 Mathematics (including Algebra I) 3 Natural Science (2 with lab component) 3 Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics) 1 Fine OR Identified Practical Art OR .5 credit in each				

	Florida Academic Scholars Award (FAS)	Florida Medallion Scholars Award (FMS)	Florida Gold Seal Vocational Scholars Award (GSV)																
Required Credits (cont.)	<p>May use up to 2 additional optional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA if necessary</p> <p>**For details on the World Language requirements, visit the Bright Futures website at www.FloridaStudentFinancialAid.org/SSFAD/bf/ and under First-Time Applicants select Florida Academic Scholars.</p>	<p>May use up to 2 additional optional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA if necessary</p> <p>**For details on the World Language requirements, visit the Bright Futures website at www.FloridaStudentFinancialAid.org/SSFAD/bf/ and under First-Time Applicants select Florida Medallion Scholars.</p>	<p>1 Physical Education (to include integration of health)</p> <hr/> <p>16 Credits</p> <p>Plus a minimum of 3 Career and Technical Education credits in one vocational program</p> <p>(See “Other Ways to Qualify” for 3-year graduation options.)</p>																
Community Service	100 hours, as approved by the district or private school	75 hours, as approved by the district or private school	30 hours, as approved by the district or private school																
Test Scores	<p>Sections of the SAT, ACT, or PERT from different test dates may be used to meet the test criteria.</p> <p>For spring eligibility evaluations, test dates through the end of January will be admissible.</p> <p>For summer eligibility evaluations, test dates through the end of June will be admissible.</p> <p>Best combined score of 1280 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) Or Best composite score of 28 ACT (excluding the writing section).</p> <p>NOTE: The writing sections for both the SAT and ACT will not be used in the composite.</p> <p>SAT Subject Tests are not used for Bright Futures eligibility.</p> <p>(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>	<p>Best combined score of 1020 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) Or Best composite score of 22 ACT (excluding the writing section).</p> <p>NOTE: The writing sections for both the SAT and ACT will not be used in the composite.</p> <p>SAT Subject Tests are not used for Bright Futures eligibility.</p> <p>(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>	<p>Students must earn the minimum score on each section of the <u>SAT</u> or <u>ACT</u> or Florida Postsecondary Education Readiness Test (PERT). Sections of different test types may not be combined.</p> <p>SAT Reasoning Test:</p> <table><tr><td>Critical Reading</td><td>440</td></tr><tr><td>Math</td><td>440</td></tr></table> <p>Or ACT:</p> <table><tr><td>English</td><td>17</td></tr><tr><td>Reading</td><td>18</td></tr><tr><td>Math</td><td>19</td></tr></table> <p>Or PERT:</p> <table><tr><td>Reading</td><td>104</td></tr><tr><td>Writing</td><td>99</td></tr><tr><td>Math</td><td>113</td></tr></table>	Critical Reading	440	Math	440	English	17	Reading	18	Math	19	Reading	104	Writing	99	Math	113
Critical Reading	440																		
Math	440																		
English	17																		
Reading	18																		
Math	19																		
Reading	104																		
Writing	99																		
Math	113																		

	Florida Academic Scholars Award (FAS)	Florida Medallion Scholars Award (FMS)	Florida Gold Seal Vocational Scholars Award (GSV)
<p>Other Ways to Qualify</p> <p>Initial eligibility criteria used in “Other Ways to Qualify” must be met by high school graduation. Contact the Bright Futures office for further details.</p>	<p>The other ways to qualify listed below must also include the community service hours requirement.</p> <ul style="list-style-type: none"> National Merit or Achievement Scholars and Finalists National Hispanic Scholars IB Diploma Recipients (based on exams taken prior to high school graduation) Students who have completed the IB Curriculum with best composite score of 1280 SAT or 28 ACT AICE Diploma Recipients (based on exams taken prior to and during the high school graduation exam administration series ending mid-June) Students who have completed the AICE Curriculum with best composite score of 1280 SAT or 28 ACT Students who have attended a home education program according to s. 1002.41, F.S., registered with the district during grades 11 and 12, and have a best composite score of 1280 SAT or 28 ACT GED with best composite score of 1280 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits 	<p>The other ways to qualify listed below must also include the community service hours requirement.</p> <ul style="list-style-type: none"> National Merit or Achievement Scholars and Finalists National Hispanic Scholars IB Diploma Recipients (based on exams taken prior to high school graduation) Students who have completed the IB Curriculum with best composite score of 1020 SAT or 22 ACT AICE Diploma Recipients (based on exams taken prior to and during the high school graduation exam administration series ending mid-June) Students who have completed the AICE Curriculum with best composite score of 1020 SAT or 22 ACT Students who have attended a home education program according to s. 1002.41, F.S., registered with the district during grades 11 and 12, and: <ul style="list-style-type: none"> Have a best combined score of 1070 SAT or 23 ACT Or Have a best combined score of 1020 SAT or 22 ACT with a weighted 3.0 GPA in the above 16 required credits 	<p>The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 Career and Technical Education credits in one vocational program, minimum test scores listed above, and the community service hours requirement.</p> <ul style="list-style-type: none"> 3-year Career Preparatory Diploma*** with 3.0 weighted GPA using the 14 core credits required for graduation listed below <ol style="list-style-type: none"> English (3 with substantial writing) Mathematics (including Algebra I) Natural Science (2 with lab component) Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics) 14 Credits 3-year College Preparatory Diploma*** with 3.0 weighted GPA using the 16 core credits required for graduation listed below <ol style="list-style-type: none"> English (3 with substantial writing) Mathematics (Algebra I level and above) Natural Science (2 with lab component) Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics) World Language**

	Florida Academic Scholars Award (FAS)	Florida Medallion Scholars Award (FMS)	Florida Gold Seal Vocational Scholars Award (GSV)
Other Ways to Qualify (cont.)	<ul style="list-style-type: none"> 3-year standard college preparatory program with best composite score of 1280 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits 	<p>(documented through Florida public, FDOE-registered private, FLVS or dual enrollment transcripts)</p> <ul style="list-style-type: none"> GED with best composite score of 1020 SAT or 22 ACT and a 3.0 weighted GPA in the above 16 required credits 3-year standard college preparatory program with best composite score of 1020 SAT or 22 ACT and a 3.0 weighted GPA in the above 16 required credits 	<p>(sequential, in the same language)</p> <p>16 Credits</p> <p>**For details on the World Language requirements, visit the Bright Futures website at www.FloridaStudentFinancialAid.org/SSFAD/bf/. Under First-Time Applicants, select Florida Gold Seal Vocational Scholars and then select World Language Requirements from the Site Index.</p> <ul style="list-style-type: none"> GED with 3.0 weighted GPA using the core credits required for your selected high school graduation option (standard, career, or college) <p>***Note: For other diploma options established by legislative sessions, visit www.FloridaStudentFinancialAid.org/SSFAD/bf/acadrequire.htm</p>

Testing

The following are key standardized tests administered at the school:

Florida Standards Assessment:

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 FSA ELA will be placed in an intensive class until a passing score is obtained. A college ready score on the ACT or SAT can be used to supplement passage on the FSA 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.

A.P. TEST:

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

Course Offerings at Gibbs High School



Science Course Offerings

Science Class Progression

Students	9 th	10 th	11 th	12 th
Honors Progression	Environmental Science Honors	Pre- AP Biology 1	<ul style="list-style-type: none"> Chemistry 1 Honors Physics Honors Marine Science Honors Anatomy & Physiology Honors 	<ul style="list-style-type: none"> Chemistry 1 Honors Physics Honors Marine Science Honors Anatomy & Physiology Honors
Science Honors Progress with Advanced Placement	Pre-AP Biology 1	Pre-AP Chemistry	<ul style="list-style-type: none"> AP Biology AP Environmental Science AP Chemistry 	<ul style="list-style-type: none"> AP Biology AP Environmental Science AP Chemistry
EMT Program Progression	Anatomy & Physiology	Pre-AP Biology 1	<ul style="list-style-type: none"> Chemistry Honors Physics Honors 	

Science Course Descriptions

Environmental Science Honors

Course # 2001341
 Grade Level 9-12
 Length 1 year
 Prerequisite None
 Credit 1

The purpose of this course is to study man's interaction with the environment. The content should include, but not be limited to the following: forms of pollution, conservation, environmental planning and policy, public land usages, population dynamics and major forms of energy.

Pre-Advanced Placement Biology

Course # 2000335
 Grade Level 9-12
 Length 1 year
 Prerequisite None
 Credit 1

The four big ideas that are central to deep and productive understanding in Pre-AP Biology are:

- The process of evolution drives the diversity and unity of life.
- Growth and reproduction in biological systems are dependent upon the cycling of matter and the transformation of energy.
- Biological systems, occurring at various scales, respond and adapt to stimuli in order to maintain dynamic homeostasis.
- Genetic mechanisms are essential to maintaining biological systems.

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

Satisfies Biology Course credit required for graduation.

Biology I

Course # 2000310
 Grade Level 9-12
 Length 1 year
 Prerequisite None
 Credit 1

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

Biology End-of-Course Exam.
Satisfies Biology Course credit required for graduation.

Biology I Honors

Course # 2000320
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.**
Satisfies Biology Course credit required for graduation.

Anatomy and Physiology Honors

Course # 2000360
Grade Level 9-12
Length 1 year
Prerequisite
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.

Pre-Advanced Placement Chemistry

Course # 2003365
Grade Level 9-12
Length 1 year
Prerequisite Geometry or concurrent geometry
Credit 1

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. The Pre-AP Chemistry course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Pre-AP Chemistry Areas of Focus:

- Attention to modeling: Students develop and refine models to connect macroscopic observations to structure, motion, and interactions occurring at the atomic scale.
- Strategic use of mathematics: Students integrate mathematics with conceptual understanding to model chemical phenomena.
- Emphasis on analytical reading and writing: Students engage in analytical reading and writing to gain, retain, and apply scientific knowledge and to carry out scientific argumentation.

Chemistry I Honors

Course # 2003350
Grade Level 9-12
Length 1 year
Prerequisite Geometry or concurrent geometry
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.

Physics I Honors

Course # 2003390
Grade Level 9-12
Length 1 year
Prerequisite Recommended completion of Geometry
Credit 1

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

Advanced Placement Environmental Science

Course #	2001380
Grade Level	9-12
Length	1 year
Prerequisite	None
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.**

Advanced Placement Biology

Course #	2000340
Grade Level	9-12
Length	1 year
Prerequisite	None
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.

Satisfies Biology Course credit required for graduation.

Advanced Placement Chemistry

Course #	2000340
Grade Level	9-12
Length	1 year
Prerequisite	None
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.

Satisfies Biology Course credit required for graduation.

Marine Science Honors

Course #	2002510
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1

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

Anatomy & Physiology Honors

Course #	2000360
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1

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

Reading Course Offerings

Reading Class Progression

Students	9 th	10 th	11 th	12 th
Intensive Reading	Read for College Success	Read for College Success	Read for College Success	Read for College Success

- 9th Grade and 10th Grade Read for College Success placement is based on FSA ELA and FAIR data.
- 11th Grade – Students scoring level 1 on the 10th grade FSA ELA will be placed in Read for College Success Reading class until they pass FSA ELA or meet the concordant ACT or SAT scores.
- 11th Grade Students who scored level 2 on the 10th grade FSA ELA may be placed in Read for College Success, depending on the level of score and prior years test history. Reading class placement will continue until they pass FSA ELA or meet the concordant ACT or SAT scores.
- 12th Grade – Students who have not yet passed FSA ELA, they **will** be placed in Reading class until they pass FSA ELA or meet the concordant ACT or SAT scores.

Intensive Reading 9th and 10th grade

Course #	1000412 (9 th gr) 1000414 (10 th gr)
Grade Level	9-10
Length	1 year
Prerequisite	None
Credit	1

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

Intensive Reading 11th and 12th grade

Course #	1000416 (11 th gr) 1000418(12 th gr)
Grade Level	11-12
Length	Semester
Prerequisite	None
Credit	0.5 – Can earn multiple credits

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

The Reading for College Success courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs. Both courses will include support for FSA, ACT, and SAT success.

Social Studies Course Offerings

Social Studies Course Progression for Graduation Required Courses

Students	9 th	10 th	11 th	12 th
Regular Progression	US Government	World History	U.S. History	<ul style="list-style-type: none"> Economics with Financial Literacy US Government Honors
Social Studies Honors Progression with Advanced Placement	AP Human Geography	AP World History	AP US History	<ul style="list-style-type: none"> AP Microeconomics AP American Government

Social Studies Course Descriptions

United States Government

Course # 2106310
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit 0.5

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

This course is presented as a blended course of face to face and online course work to meet the Online course requirement.

United States Government Honors

Course # 2106320
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit 0.5 Half-weight

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.

This course is presented as a blended course of face to face and online course work to meet the Online course requirement.

Advanced Placement United States Government and Politics

Course # 2106420
Grade Level 9-12
Length 1 semester

Prerequisite **None**
Credit **0.5 Weighted**

Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

Students are required to take the Advanced Placement examination.

World History

Course # **2109310**
Grade Level **9-12** (typically grade 10)
Length **1 year**
Prerequisite **None**
Credit **1**

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

World History Honors

Course # **2109320**
Grade Level **9-12**
Length **1 year**
Prerequisite **None**
Credit **1 Half-weight**

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

Advanced Placement World History

Course # **2109420**
Grade Level **9-12**
Length **1 year**
Prerequisite **None**
Credit **1 Weighted**

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

Students are required to take the Advanced Placement examination.

United States History

Course # **2100310**
Grade Level **9-12**
Length **1 year**
Prerequisite **None**
Credit **1**

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

Students are required to take the state US History End-of-Course Exam.

United States History Honors

Course # **2100320**
Grade Level **9-12**

Length 1 year
Prerequisite None
Credit 1 Half-weight

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.

Students are required to take the state US History End-of-Course Exam.

Advanced Placement United States History

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

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.

Students are required to take the state US History End-of-Course Exam.

Economics with Financial Literacy

Course # 2102335
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit 0.5

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.

This course is presented as a blended course of face to face and online course work to meet the Online course requirement.

Economics with Financial Literacy Honors

Course # 2102345
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit 0.5 Half-weight

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.

This course is presented as a blended course of face to face and online course work to meet the Online course requirement.

Advanced Placement Microeconomics

Course # 2102360
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit 0.5 Weighted

Students acquire the decision-making tools necessary for understanding that society must organize its limited resources to satisfy its unlimited wants, and understand the factors that influence the economic system.

Students are required to take the Advanced Placement examination.

Advanced Placement Human Geography

Course # 2103400
Grade Level 9-12

Length 1 year
Prerequisite None
Credit 1 Weighted

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

Students are required to take the Advanced Placement examination.

African American History

Course # 2100340
Grade Level 9-12
Length Semester
Prerequisite None
Credit 0.5

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

Court Procedures

Course # 2106390
Grade Level 9-12
Length Semester
Prerequisite None
Credit 0.5

The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

Law Studies

Course # 2106450
Grade Level 9-12
Length Semester
Prerequisite None
Credit 0.5

The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Personal Financial Literacy

Course # 2102372
Grade Level 9-12
Length Semester
Prerequisite None
Credit 0.5

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.

Psychology I

Course # 2107300
Grade Level 9-12
Length Semester
Prerequisite None

Credit **0.5**

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

Advanced Placement Psychology

Course # **2107350**

Grade Level **9-12**

Length **1 year**

Prerequisite **Recommended: Psychology I**

Credit **1 Weighted**

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.

English Course Offerings

English Course Progression

Students	8 th	9 th	10 th	11 th	12 th
English Honors Progression without Advanced Placement		Pre-AP English I	Pre-AP English II	English Honors III	English IV: Florida College Prep
English Honors Progression with Advanced Placement and Dual Enrollment	English Honors I	Pre-AP English II	AP Language and Composition	<ul style="list-style-type: none"> AP Literature and Compositions Composition I / II (Dual Enrollment) 	Composition I / II (Dual Enrollment)

English Course Descriptions

English Honors I

Course # 10013201
Grade Level 9
Length 1 year
Prerequisite None
Credit 1 Half-weight

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

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

Pre-Advanced Placement English I

Course # 1001415
Grade Level 9
Length 1 year
Prerequisite None
Credit 1 Half-weight

Pre-AP English 1 focuses on the reading, writing, and language skills that have immediate relevance for students and that will be essential for their future coursework.

Texts take center stage in the Pre-AP English 1 classroom, inspiring and preparing all students for close, critical reading and analytical writing. The course trains the reader to observe the small details in a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences, building this foundational skill en route to more sophisticated, longer-form analyses.

Pre-Advance Placement English II

Course # 1001416
Grade Level 9-10
Length 1 year
Prerequisite Pre-AP English I, English Honors I, or English I
Credit 1 Half-Weight

English 2 builds on the foundation of English 1, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While English 1 introduces the fundamental routines of close observation,

critical analysis, and appreciation of author's craft, English 2 requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion.

English Honors II

Course # 1001350
Grade Level 9-10
Length 1 year
Prerequisite English Honors I or English I
Credit 1 Half-Weight

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

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

English Honors III

Course # 1001380
Grade Level 10-11
Length 1 year
Prerequisite English Honors II or English II
Credit 1 Half-weight

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

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

English IV: Florida College Prep

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

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

Advanced Placement English: Language and Composition

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

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

interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading.

AP Language and Composition may take the place of the English III (or other appropriate) requirement.

Students are required to take the Advanced Placement examination.

Advanced Placement English: Literature and Composition

Course # 1001430

Grade Level 12 (in some cases, grade 11)

Length 1 year

Prerequisite English Honors III or AP English Language and Composition

Credit 1 Weighted

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 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. AP Literature and Composition may take the place of the English IV (or other appropriate) requirement. AP courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP courses are recommended for students with either an average English grade of at least a C or enrollment in AVID. Students are required to take the Advanced Placement examination.

AP Literature and Composition may take the place of the English IV (or other appropriate) requirement

Students are required to take the Advanced Placement examination.

Dual Enrollment English Courses

COMPOSITION I

Course # ENC1101

Grade Level 11-12

Length Semester

Prerequisite Unweighted GPA 3.0 or higher, and DE qualifying test scores on PERT, ACT or SAT

Credit 1 Weighted (3 College credits)

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

COMPOSITION II

Course # ENC1102

Grade Level 11-12

Length Semester

Prerequisite Unweighted GPA 3.0 or higher, and DE qualifying test scores on PERT, ACT or SAT, ENC 1101

Credit 1 Weighted (3 College credits)

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

Math Course Offerings

Math Course Progression

Students	9 th	10 th	11 th	12 th
Regular Progression	<ul style="list-style-type: none"> Algebra 1A Pre-AP Algebra 1 	<ul style="list-style-type: none"> Liberal Arts 1 Pre-AP Geometry 	<ul style="list-style-type: none"> Math for College Readiness Algebra 2 	<ul style="list-style-type: none"> Algebra 2 Probability & Statistics
College Preparatory	<ul style="list-style-type: none"> Pre-AP Algebra 1 Pre-AP Geometry 	<ul style="list-style-type: none"> Pre-AP Geometry Algebra 2 Honors 	<ul style="list-style-type: none"> Algebra 2 Honors AP Statistics Pre-Calculus 	<ul style="list-style-type: none"> Probability & Statistics Pre-Calculus Honors AP Calculus AB AP Statistics Intermediate Algebra /College Algebra (Dual Enrollment)
Advanced College Preparatory	<ul style="list-style-type: none"> Geometry Honors Algebra 2 Honors 	<ul style="list-style-type: none"> Algebra 2 Honors AP Statistics Pre-Calculus 	<ul style="list-style-type: none"> Probability & Statistics Pre-Calculus Honors AP Calculus AB AP Statistics Intermediate Algebra/ College Algebra (Dual Enrollment) 	<ul style="list-style-type: none"> AP Calculus AB AP Statistics Intermediate Algebra/ College Algebra (Dual Enrollment)

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.

Math Course Descriptions

Algebra 1A

Course # 1200370
 Grade Level 9
 Length 1 year
 Prerequisite None
 Credit 2

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra 1

Course # 1200310
 Grade Level 9-12
 Length 1 year
 Prerequisite None
 Credit 1

The purpose of this course is to provide the foundation for more advanced mathematical courses and to develop the algebra skills needed to solve real-world and mathematical problems. **At the completion of the course, all students will take the state mandated FSA Algebra 1 exam which counts 30% of the student's final grade. Passing the FSA Algebra 1 exam is required for graduation.**

Pre- Advanced Placement Algebra 1

Course # 1200386
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

The Pre-AP Algebra 1 course is designed to deepen students' understanding of linear relationships by emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. Taken together, these ideas provide a powerful set of conceptual tools that students can use to make sense of their world through mathematics. **At the completion of the course, all students will take the state mandated FSA Algebra 1 exam which counts 30% of the student's final grade. Passing the FSA Algebra 1 exam is required for graduation.**

Geometry

Course # 1206310
Grade Level 9-12
Length 1 year
Prerequisite Completion of the Algebra 1 course or Algebra 1A/ 1B; Liberal Arts Mathematics
Credit 1

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. **At the completion of this course, all students will take the state mandated FSA Geometry exam which counts 30% of the student's final grade.**

Geometry Honors

Course # 1206320
Grade Level 9-12
Length 1 year
Prerequisite Algebra1 EOC passing score and a grade of an A or B in Algebra 1 Honors or in Algebra 1
Credit 1 Half-weight

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. This course gives a rigorous in depth-study of geometry. **At the completion of this course, all students will take the state mandated EOC exam which counts 30% of the student's final grade.**

Pre-Advanced Placement Geometry with Statistics

Course # 1206305
Grade Level 9-12
Length 1 year
Prerequisite Algebra1
Credit 1 Half-weight

Pre-AP Geometry with Statistics is designed to provide students with a meaningful conceptual bridge between algebra and geometry to deepen their understanding of mathematics. Students often struggle to see the connections among their mathematics courses. In this course, students are expected to use the mathematical knowledge and skills they have developed previously to problem solve across the domains of algebra, geometry, and statistics. The course includes a unit of statistics and probability to help students build a deeper understanding of essential concepts related to quantitative literacy. **At the completion of this course, all students will take the state mandated EOC exam which counts 30% of the student's final grade.**

Liberal Arts Mathematics I

Course # 1207300
Grade Level 9 -12
Length 1 year
Prerequisite Alg 1 EOC level 1 or 2 score
Credit 1

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

Algebra 2

Course # 1200330
Grade Level 9-12
Length 1 year
Prerequisite Geometry and Math for College Readiness
Credit 1

The purpose of this course is to continue the study of the structure of algebra and to apply these skills to fields such as science, social science, statistics, and health-related fields. Topics shall include, but not be limited to, complex numbers, functions, equations and

inequalities, rational expressions and equations, absolute value, direct, inverse and joint variation, arithmetic and geometric sequences and series, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomials, problem solving strategies and literacy strategies.

Algebra 2 Honors

Course # 1200340
Grade Level 9-12
Length 1 year
Prerequisite Geometry Honors and Geometry EOC score of level 3 or higher
Credit 1 Half-weight

The purpose of this course is to study algebraic topics in-depth with emphasis on theory, proof, and development of formulas and their applications. Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, absolute value, direct, inverse and joint variation, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomial equations and inequalities, Binomial Theorem, radical expressions, non-linear systems of equations, conic sections, sigma notation, arithmetic and geometric sequences, equations of circles, real-world applications, problem solving strategies and literacy strategies.

Mathematics for College Readiness

Course # 1200700
Grade Level 10-12
Length 1 year
Prerequisite Geometry
Credit 1

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

Probability and Statistics with Applications Honors

Course # 1210300
Grade Level 11-12
Length 1 year
Prerequisite Algebra 2 or higher
Credit 1 Half-weight

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

Advanced Placement Statistics

Course # 1210320
Grade Level 11-12
Length 1 year
Prerequisite Algebra 2
Credit 1 Weighted

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

Pre-Calculus Honors

Course # 1202340
Grade Level 10-12
Length 1 year
Prerequisite Algebra 2 or higher
Credit 1 Half-weight

The purpose of this course is to provide a foundation for the study of advanced mathematics, including elementary functions and techniques of calculus. Topics shall include, but not be limited to, concept of limits, derivatives, anti-derivatives, tangent lines, integration, real-world applications, problem solving strategies and literacy strategies.

Advanced Placement Calculus AB

Course # 1202310
Grade Level 11-12
Length 1 year

Prerequisite **Pre-Calculus**
Credit **1 Weighted**

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.

Students are required to take the Advanced Placement examination.

Advanced Placement Calculus BC

Course # **1202320**
Grade Level **11-12**
Length **1 year**
Prerequisite **AP Calculus AB**
Credit **1 Weighted**

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.

Students are required to take the Advanced Placement examination.

Dual Enrollment Courses

Intermediate Algebra

Course # **MAT 1033**
Grade Level **11-12**
Length **1 semester**
Prerequisite **MAT 0028 or appropriate score on the mathematics placement test.**
Credit **.5 Weighted HS credit and 3 college credits**

Major topics include factoring, algebraic fractions, radicals and rational exponents, complex numbers, quadratic equations, rational equations, linear equations and inequalities, systems of linear equations and inequalities, introduction to functions and applications. 47 contact hours

College Algebra

Course # **MAC 1105**
Grade Level **11-12**
Length **1 Semester**
Prerequisite **MAT 1033 with a grade of C or better (recommend MAT 1033 taken within the last two years), or appropriate score on the SPC mathematics placement test.**
Credit **1 Weighted HS credit and 3 college credits**

Major topics include: functions and functional notation; domains and ranges of functions; graphs of functions and relations; operations on functions; inverse functions; linear, quadratic and rational functions; absolute value and radical functions; exponential and logarithmic properties, functions and equations; systems of equations and inequalities; applications such as curve fitting, modeling, optimization, exponential and logarithmic growth and decay. (Credit is not given for both MAC 1105 and Mac1106. 47 contact hours.

BETA Course Offerings

Business Class Progression

Students	9 th	10 th	11 th	12 th
Game/Simulation/Animation Visual Design Pathway (BETA Only)	Advanced Information Technology	Game & Simulation Foundations	Game & Simulation Design	Game & Simulation Programming
Network Support Services (CISCO) Pathway (BETA Only)	Advanced Information Technology	Networking 1	Networking 2	Networking 3
Digital Design Pathway (BETA Only)	Advanced Information Technology	Digital Design 1	• Digital Design 2	• Digital Design 3
Business Supervision and Management Pathway (BETA Only)	Advanced Information Technology	Business & Entrepreneurial Principles	Legal Aspects of Business	<ul style="list-style-type: none"> • Introduction to Business (Semester 1- Dual Enrollment) • Introduction to Management (Semester 2- Dual Enrollment)
Digital Media Technology Pathway (BETA and Traditional Pathway)	Advanced Information Technology	Digital Media Fundamentals	Digital Media Production Systems	Digital Media Delivery Systems
Computer Programming (BETA Only)	Advanced Information Technology	Foundations of Programing	Procedural Programming	Object-Oriented Programming Fundamentals

- The prerequisite for all BETA Pathways is Introduction to Digital Information Technology or Advanced Information Technology
- All Pathway Classes must be taken in order

Introduction to Information Technology

Course # 8207310
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

This course is designed to provide an introduction to information technology concepts and careers, as well as, the impact information technology has on the world, people, and industry. The content includes information technology career research, emerging technologies, operating systems, office productivity software, and specialized software applications. Students will be introduced to electronic communications techniques including e-mail and Internet services. Additional coverage will include web page design features such as basic HTML, DHTML, and XML web commands. The appropriate soft skills for developing and maintaining professional business relationships will also be covered.

Business and Entrepreneurial Principles

Course # 8215120
Grade Level 10-12
Length 1 year
Prerequisite Introduction to 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.

Legal Aspects of Business

Course #	8215130
Grade Level	10-12
Length	1 year
Prerequisite	Introduction to Information Technology and Business & 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.

Game and Simulation Foundations

Course #	8208110
Grade Level	9-10
Length	1 year
Prerequisite	Introduction to Information Technology
Credit	1

This course is designed to provide an introduction to 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. The course compares and contrasts games and simulations, key development methodologies and tools, careers and industry-related information. This course also covers strategies, processes and methods for conceptualizing a game or simulation application; storyboarding techniques, and development tools.

Game and Simulation Design

Course #	8208120
Grade Level	10-11
Length	1 year
Prerequisite	Game and Simulation Foundations
Credit	1

This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, 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.

Game and Simulation Programming

Course #	8208330
Grade Level	11-12
Length	1 year
Prerequisite	Game 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, score-keeping, times event strategies and methodologies and implementation issues.

Networking 1

Course #	8207020
Grade Level	10-11
Length	1 year
Prerequisite	Introduction to Information Technology
Credit	1

This course is designed to develop competencies needed for employment in network support positions. The content includes instruction in basic hardware configuration, hardware and software troubleshooting, operating systems, and computer networking.

Networking 2

Course #	8207030
Grade Level	11-12
Length	1 year
Prerequisite	Networking 1
Credit	1

This course focuses on understanding network terminology and protocols, local-area networks, wide-area networks, OSI models, cabling, cabling tools, routers, router programming, Ethernet, IP addressing and network standards.

Networking 3

Course #	8207040
Grade Level	11-12
Length	1 year
Prerequisite	Networking 2
Credit	1

This course continues the study of network support services. The content includes IT management skills, troubleshooting and diagnostic techniques; network design, devices, topographies, protocols and standards; e-mail and Internet activities, network traffic and control and security, and WAN vs. LAN technologies.

Diversified Career Technology Principles

Course #	8303010
Grade Level	11-12
Length	1 year
Prerequisite	None
Credit	1

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace. Students must be enrolled in DCT/OJT.

Diversified Career Technology Applications

Course #	8303020
Grade Level	12
Length	1 year
Prerequisite	DCTP
Credit	1

This course is designed to enable each student to apply environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial management skills; leadership skills; social, legal and economic aspects of employment; international economic principles; components of a business plan; decision-making skills to life and career goals; technical skills; and the functions of management. Students must be enrolled in DCT/OJT.

Diversified Career Technology- OJT (DCT-OJT)

Course #	8300410
Grade Level	11-12
Length	1 year
Prerequisite	Concurrent enrollment in DCTP
Credit	1

The course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job-training and the time card is the attendance record on-the-job. A student may not be enrolled in Diversified Career Technology OJT without concurrent enrollment in a diversified class. The student must be paid for work performed and must be directly supervised.

Digital Media Fundamentals

Course #	9005110
Grade Level	10-11
Length	1 year
Prerequisite	Introduction to Information Technology
Credit	1

This course introduces students to the essential concepts, components, terminology, and knowledge about digital media, software applications, and delivery systems.

Digital Media Production Systems

Course #	9005120
Grade Level	11-12
Length	1 year
Prerequisite	Digital Media Fundamentals
Credit	1

This course introduces students to the digital video and audio authoring environments, equipment, and software applications. Content includes management aspects of creating, saving, and distributing digital assets.

Digital Media Delivery Systems

Course #	9005130
Grade Level	11-12
Length	1 year
Prerequisite	Digital Media Production Systems
Credit	1

This course introduces students to the digital video and audio delivery media and associated protocols. Content includes technical aspects of evolving and emerging technologies used in the delivery of digital content.

Digital Design 1

Course #	8209510
Grade Level	10-12
Length	1 year
Prerequisite	Introduction to 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.

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.

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.

Advanced Information Technology

Course #	9007610
Grade Level	9-12
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. Advanced 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, webpage 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.

Foundations of Programming

Course #	9007210
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1

This course introduces concepts, techniques, and processes associated with computer programming and software development. After successful completion of Programming Foundations and Procedural Programming, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15-1131.

Procedural Programming

Course # 9007220
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques. After successful completion of Programming Foundations and Procedural Programming, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15-1131.

Object-Oriented Programming Fundamentals

Course # 9007230
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

This course continues the study of computer programming concepts with a focus on the creation of software applications employing object-oriented programming techniques. After successful completion of Object-Oriented Programming Fundamentals, students will have met Occupational Completion Point C, Computer Programmer, SOC Code 15-1131.

Dual Enrollment Courses

INTRODUCTION TO BUSINESS

Course # GEB 1011
Grade Level 11-12
Length Semester
Prerequisite SPC Enrollment Requirements
Credit 0.5 weighted (3 College credits)

This is a survey course to acquaint the student with all aspects of business. This includes business ownership, management, marketing, information technology and financial resources. This course will enable the student to more intelligently pursue advanced business courses and to choose a business career. 47 contact hours

PRINCIPLES OF MANAGEMENT

Course # MAN 2021
Grade Level 11-12
Length Semester
Prerequisite SPC Enrollment Requirements
Credit 0.5 weighted (3 College credits)

This course studies the basic fundamentals of management underlying the solution of problems in organization and operation of business enterprises and the application of these fundamentals to specific fields of business and industrial management. 47 contact hours.

World Language Course Offerings

World Language Class Progression

Students				
Spanish Regular Progression	Spanish 1	Spanish 2	Spanish 3	<ul style="list-style-type: none"> Spanish 4 AP Spanish AP Spanish Literature

World Language Course Descriptions

Spanish 1

Course # 0708340
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

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

Spanish 2

Course # 0708350
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 the target language-speaking people is continued. Students are expected to demonstrate proficiency at the Intermediate-low to Intermediate-mid level by the end of this course.

Spanish 3 Honors

Course # 0708360
Grade Level 9-12
Length 1 year
Prerequisite Spanish 2 or equivalent
Credit 1 half-weight

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

Spanish 4 Honors

Course #	0708370
Grade Level	9-12
Length	1 year
Prerequisite	Spanish 3 or equivalent
Credit	1 half-weight

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 conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. Students are expected to demonstrate proficiency at the Advanced-low to Advanced-mid level by the end of this course.

Advanced Placement: Spanish Language

Course #	0708400
Grade Level	9-12
Length	1 year
Prerequisite	Spanish 4 or higher
Credit	1 weighted

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

Students are required to take the Advanced Placement examination.

Advanced Placement: Spanish Literature

Course #	0708410
Grade Level	9-12
Length	1 year
Prerequisite	Spanish 4 or higher
Credit	1 weighted

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

Students are required to take the Advanced Placement examination.

JROTC Course Offering

JROTC Course Progression

Students	9 th	10 th	11 th	12 th
Leadership/Education/Training (LET)*	LET 1	<ul style="list-style-type: none"> LET 2 LET 1 	<ul style="list-style-type: none"> LET 3 LET 2 LET 1 	<ul style="list-style-type: none"> LET 4 (possibility for Staff Period) LET 3 LET 2 LET 1
Ed Lead 1 (Drill, must also be enrolled in JROTC Section)**	Must be enrolled in an LET Course	Must be enrolled in an LET course	Must be enrolled in an LET course	Must be enrolled in an LET course
Staff Section				LET 4***

- Students can enter into LET 1 in any year of enrollment; this is a year-long course. Students must enter in the first semester for LET courses, unless transferring from another school/district where they attended JROTC.
- **LET 1's cannot enter the Comp Fitness section until the second semester; all new students in this section must be approved by one of the JROTC Instructors.
- ***Cadets for Staff will be selected/requested by JROTC Instructors; they are typically LET 4, but by exception a 12th Grade LET may be accepted/chosen.

JROTC Class Descriptions

AR Leadership Education and Training I JROTC Let 1

Course # 1801300
Grade Level 9-12
Length Year
Prerequisite None
Credit 1

Topics in this course include the ROTC program and the Army, leadership theory, drill and ceremonies, hygiene and first aid, maps and map reading, techniques of oral communication, and marksmanship and firearm safety. After this course, cadets are eligible to attend JROTC Summer Camp at Blanding or the equivalent.

AR Leadership Education and Training II JROTC Let 2

Course # 1801310
Grade Level 10-12
Length Year
Prerequisite Leadership Education & Training I
Credit 1

This course expands on the topics covered in Leadership Education and Training I. ROTC opportunities in Senior ROTC, ROTC scholarships and advanced placement, and an orientation for service academy opportunities are covered. After this course, cadets are eligible to attend JROTC Summer Camp at Blanding or the equivalent.

AR Leadership Education and Training III JRTOC LET 3

Course # 1801320
Grade Level 11-12
Length Year
Prerequisite Leadership Education & Training II
Credit 1

Cadets in this course will be assigned commander or staff positions. In these positions they will have opportunities to apply the leadership principles learned earlier. After this course, cadets are eligible to attend JROTC Summer Camp at Blanding or the equivalent.

AR Leadership Education and Training IV JROT LET 4

Course #	1801330
Grade Level	12
Length	Year
Prerequisite	Leadership Education & Training III
Credit	1

This course is a continuation of Leadership Education and Training III.

Leadership Education 1 (Drill)

Course #	18004000
Grade Level	9-12
Length	Year
Prerequisite	None
Credit	1

This course is part of the JROTC curriculum for the Drill team. This course requires an afterschool commitment.

Related Arts Course Offerings

Related Arts Course Progression

Students	9 th	10 th	11 th	12 th
Food Preparation	<ul style="list-style-type: none"> Principles of Food Preparation (1st Sem.) Nutrition & Wellness (2nd Sem.) 	<ul style="list-style-type: none"> Principles of Food Preparation (1st Sem.) Nutrition & Wellness (2nd Sem.) Culinary Arts 1 	Culinary Arts (PTC DE)	Culinary Arts (PTC DE)
Early Childhood Education Pathway	Child Care Worker 1	Child Care Worker 2	Teacher Aide (Preschool)	Preschool Teacher
Band	Band 1	Band 2	Band 3	Band 4
Guitar	Guitar 1	Guitar 2	Guitar 3	Guitar 4 Honors
Chorus	Chorus 1	Chorus 2	Chorus 3	Chorus 4
Art	<ul style="list-style-type: none"> Creating 2-D Art (1 sem.) Creating 3-D Art (1 sem.) 	<ul style="list-style-type: none"> Creating 2-D Art (1 sem.) Creating 3-D Art (1 sem.) 	<ul style="list-style-type: none"> Creating 2-D Art (1 sem.) Creating 3-D Art (1 sem.) 	<ul style="list-style-type: none"> Creating 2-D Art (1 sem.) Creating 3-D Art (1 sem.)

Course Descriptions

Principles of Food Preparation

Course # 8500390
Grade Level 9-12
Length Semester
Prerequisite None
Credit 0.5

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

Nutrition and Wellness

Course # 85003550
Grade Level 9-12
Length Semester
Prerequisite Principles of Food Preparation
Credit 0.5

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

Culinary Arts 1

Course # 88005100
Grade Level 10-12

Length	1 year
Prerequisite	Nutrition and Wellness
Credit	1

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

Child Care Worker 1

Course #	HEV 0870
Grade Level	9-12
Length	1 Year
Prerequisite	Must be taken in sequence; may be concurrent.
Credit	1

This course covers the DCF 40-hour Introductory Child Care Training coursework, which includes the following content: child care rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, communication skills, and principles of child nutrition, literacy activities and methods of guidance. Additionally, students can begin earning direct work experience hours with children five (5) years old or younger.

Child Care Worker 2

Course #	HEV 0871
Grade Level	10-12
Length	1 Year
Prerequisite	HEV 0870
Credit	1

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods. Students will continue working directly with children 5 years of age or younger to complete the ECPC work experience requirement.

Teacher Aide (Preschool)

Course #	HEV 0872
Grade Level	10-12
Length	1 Year
Prerequisite	HEV 871
Credit	1

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children. Students will continue working directly with school-aged children to complete the ECPC work experience requirement.

Preschool Teacher

Course #	HEV 0873
Grade Level	9-12
Length	1 Year
Prerequisite	HEV 0872
Credit	1

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism. Students will have completed the ECPC 480-hour work experience requirement by the end of this course.

Band 1

Course #	1302300
Grade Level	9-12
Length	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

Course #	1302310
Grade Level	9-12
Length	Year

Prerequisite **Band 1**
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

Course # **1302320**
Grade Level **9-12**
Length **Year**
Prerequisite **Band 2**
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

Course # **1302330**
Grade Level **9-12**
Length **Year**
Prerequisite **Band 3**
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.

Guitar 1

Course # **1301320**
Grade Level **9-12**
Length **Year**
Prerequisite **None**
Credit **1**

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

Guitar 2

Course # **1301330**
Grade Level **9-12**
Length **Year**
Prerequisite **Guitar 1**
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 # **1301340**
Grade Level **9-12**
Length **Year**
Prerequisite **Guitar 2**
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.

Guitar 4 Honors

Course # **13013501,2**
Grade Level **9-12**
Length **Year**
Prerequisite **Guitar 3**
Credit **1 Half-weight**

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.

Chorus 1

Course #	1303300
Grade Level	9-12
Length	Year
Prerequisite	None
Credit	1

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

Chorus 2

Course #	13033101,2
Grade Level	9-12
Length	Year
Prerequisite	Chorus I
Credit	1

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

Chorus 3

Course #	1303320
Grade Level	9-12
Length	Year
Prerequisite	Chorus II
Credit	1

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

Chorus 4

Course #	1303330
Grade Level	9-12
Length	Year
Prerequisite	Chorus III
Credit	1

This course provides students with instruction in the application of vocal musicianship and technical skills. An emphasis will be placed on the refinement of tone production and performance techniques, analysis of musical form, and aesthetic perceptions.

Creating Two-Dimensional Art

Course #	0101355
Grade Level	9-12
Length	Semester
Prerequisite	None
Credit	0.5

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

Creating Three-Dimensional Art

Course #	0101365
Grade Level	9-12
Length	Semester
Prerequisite	Creating 2-D Art
Credit	0.5

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

Physical Education Course Offerings

Physical Education Course Descriptions

Health Opportunities through Physical Education (HOPE)* *Graduation Required*

Course #	3026010
Grade Level	9-12
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 alternate between learning principals and background information in a classroom setting and applying that knowledge during physically activity. Content to include: Understand the impact of personal health behaviors on body systems. Develop and implement an individual nutrition and wellness plan. Demonstrate knowledge of depression, suicide prevention, and stress management skills. Apply knowledge and skills for safety, injury and disease prevention. Utilize technology to facilitate health and personal fitness. Apply effective communication skills to enhance interpersonal relationships, refusal skills and decision making to promote teamwork, sportsmanship, and cultural diversity. Demonstrate the ability to make positive decisions regarding wellness. Advocate for personal, family and/or community health and fitness promotion. Analyze the influence of culture, media, technology, and other factors on health.

***HOPE Graduation credit can also be earned through JROTC, Band or Dance Waivers.**

Recreational Activities

Course #	15024700
Grade Level	9-12
Length	Semester
Prerequisite	None
Credit	0.5

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in a variety of recreational activities that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected recreational activities. Recreational activities selected may include, but not be limited to, skish, horseshoes, shuffleboard, gym bowling, deck tennis, darts, croquet, and Frisbee activities. Skill acquisition and the maintenance and/or improvement of personal fitness should be stressed.

Team Sports I

Course #	1503350
Grade Level	9-12
Length	Semester
Prerequisite	None
Credit	0.5

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	Semester
Prerequisite	Team Sports I

Credit 0.5

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.

Sports Officiating

Course # 1502500
Grade Level 9-12
Length Semester
Prerequisite None
Credit 0.5

The purpose of this course is to acquire knowledge of sports rules and regulations, develop skill in officiating selected sports, and maintain or improve health-related fitness. The content should include, but not be limited to, safety practices, assessment of health related fitness, sports rules and regulations, techniques, mechanics, and consumer issues. This is not an interscholastic extracurricular activity. Sports officiating may include, but not be limited to, basketball, baseball, softball, football, volleyball, swimming, track and field, soccer and wrestling.

Weight Training 1

Course # 15013400
Grade Level 9-12
Length Semester
Prerequisite None
Credit 0.5

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 # 15013500
Grade Level 9-12
Length Semester
Prerequisite Weight Training 1
Credit 0.5

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 # 15013600
Grade Level 9-12
Length Semester
Prerequisite Weight Training 2
Credit 0.5

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.

Basketball

Course #	15033100
Grade Level	9-12
Length	Semester
Prerequisite	None
Credit	0.5

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.

Individual & Dual Sports I

Course #	1502410
Grade Level	9-12
Length	Semester
Prerequisite	None
Credit	0.5

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	Semester
Prerequisite	None
Credit	0.5

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.

AVID

Advancement Via Individual Determination (AVID) 1

Course #	1700390
Grade Level	9
Length	Year
Prerequisite	None
Credit	1

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop fundamental skills aligned with current curriculum. **Students are required to take at least one Honors level or higher course.**

Advancement Via Individual Determination (AVID) 2

Course #	1700400
Grade Level	10
Length	Year
Prerequisite	None
Credit	1

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop basic skills aligned with current curriculum. **Students are required to take at least 2 Honors level or higher courses.**

Advancement Via Individual Determination (AVID) 3

Course #	1700410
Grade Level	11
Length	Year
Prerequisite	None
Credit	1

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills aligned with current curriculum. College-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans. **Students are required to take at least 1 Honors level or higher course and 1 AP or DE level course.**

Advancement Via Individual Determination (AVID) 4

Course #	1700420
Grade Level	12
Length	Year
Prerequisite	None
Credit	1

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop advanced skills aligned with current curriculum. **Students are required to take at least 2 Honors level or higher course and 1 AP or DE level course.**

AP Capstone

Advanced Placement Capstone Seminar

Course #	1700500
Grade Level	10 -12
Length	1 year
Prerequisite	None
Credit	1 Weighted

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

Advanced Placement Capstone Research

Course #	1700510
Grade Level	11-12
Length	1 year
Prerequisite	Must have passed AP Capstone Seminar
Credit	1 Weighted

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.

Advanced Placement

Advanced Placement 2-D Art & Design

Course #	0109350
Grade Level	10-12
Length	Year
Prerequisite	2 years of Art
Credit	1 Weighted

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

Students are required to complete the Advanced Placement portfolio.

Advanced Placement 3-D Art & Design

Course #	0109360
Grade Level	10-12
Length	Year
Prerequisite	2 years of Art
Credit	1 Weighted

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

Students are required to complete the Advanced Placement portfolio.

Advanced Placement Biology

Course #	2000340
Grade Level	9-12
Length	1 year
Prerequisite	None
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.

Satisfies Biology Course credit required for graduation.

Advanced Placement Calculus AB

Course #	1202310
Grade Level	11-12
Length	1 year
Prerequisite	Pre-Calculus
Credit	1 Weighted

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.

Students are required to take the Advanced Placement examination.

Advanced Placement Capstone Research

Course #	1700510
Grade Level	11-12
Length	1 year
Prerequisite	Must have passed AP Capstone Seminar
Credit	1 Weighted

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.

Advanced Placement Capstone Seminar

Course #	1700500
Grade Level	10 -12
Length	1 year
Prerequisite	None
Credit	1 Weighted

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

Advanced Placement Computer Science A

Course #	0200320
Grade Level	9-12
Length	Year
Prerequisite	Recommended: Algebra 2
Credit	1 Weighted

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

Students are required to take the Advanced Placement examination.

Advanced Placement Computer Science Principles

Course #	0200335
Grade Level	9-12
Length	Year
Prerequisite	None
Credit	1 Weighted

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. **Students are required to take the**

Advanced Placement examination.

Advanced Placement Drawing

Course #	0104300
Grade Level	11-12
Length	Year
Prerequisite	2 years of Art
Credit	1 Weighted

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in drawing. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses. **Students are required to complete the Advanced Placement portfolio.**

Advanced Placement English: Language and Composition

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

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

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

AP Language and Composition may take the place of the English III (or other appropriate) requirement.

Students are required to take the Advanced Placement examination.

Advanced Placement English: Literature and Composition

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

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 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. AP Literature and Composition may take the place of the English IV (or other appropriate) requirement. AP courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

Students are required to take the Advanced Placement examination.

AP Literature and Composition may take the place of the English IV (or other appropriate) requirement

Students are required to take the Advanced Placement examination.

Advanced Placement Environmental Science

Course #	2001380
Grade Level	9-12
Length	1 year
Prerequisite	None
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.**

Advanced Placement European History

Course #	2109380
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.**

Advanced Placement History of Art

Course #	0100300
Grade Level	11-12
Length	Year
Prerequisite	1 year of Visual Art
Credit	1 Weighted

The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. Students are required to take the Advanced Placement examination. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses. **Students are required to take the Advanced Placement examination.**

Advanced Placement Human Geography

Course # 2103400
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1 Weighted

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.

Advanced Placement Microeconomics

Course # 2102360
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit 0.5 Weighted

Students acquire the decision-making tools necessary for understanding that society must organize its limited resources to satisfy its unlimited wants, and understand the factors that influence the economic system.

Students are required to take the Advanced Placement examination.

Advanced Placement Music Theory

Course # 1300330
Grade Level 10-12
Length Year
Prerequisite Music Theory II
Credit 1 Weighted

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.

Advanced Placement Psychology

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

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.

Advanced Placement: Spanish Language

Course # 0708400
Grade Level 9-12
Length 1 year
Prerequisite Spanish 4 or higher
Credit 1 weighted

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

Students are required to take the Advanced Placement examination.

Advanced Placement: Spanish Literature

Course # 0708410
Grade Level 9-12
Length 1 year
Prerequisite Spanish 4 or higher
Credit 1 weighted

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

Students are required to take the Advanced Placement examination.

Advanced Placement Statistics

Course # 1210320
Grade Level 11-12
Length 1 year
Prerequisite Algebra 2
Credit 1 Weighted

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

Advanced Placement United States Government and Politics

Course # 2106420
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit 0.5 Weighted

Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

Students are required to take the Advanced Placement examination.

Advanced Placement United States History

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

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.**

Students are required to take the state US History End-of-Course Exam.

Advanced Placement World History

Course # 2109420
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1 Weighted

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

Students are required to take the Advanced Placement examination.

Pinellas County Center for the Arts Course Offerings

Dance

Course	Alt Name	Course #	
BALLET 1		0300340P	
BALLET 2		0300350P	
BALLET 3		0300360P	
BALLET 4 HON		0300370P	
DANCE CHOR PERF 1		0300380P	
DANCE CHOR PERF 2 H		0300390P	
DANCE HIST/AESTH 1		0300450P	
DANCE KINE/SOMAT 1	Senior Seminar	0300480P	
DANCE REPERT 1		0300400P	
DANCE REPERT 2		0300410P	
DANCE REPERT 3 HON		0300420P	
DANCE REPERT 4 HON		0300430P	
DANCE TECHNQS 1		0300310P	
DANCE TECHNQS 2		0300320P	
DANCE TECHNQS 3 HON		0300330P	
DANCE TECHNQS 4 HON		0300334C	

Ballet I - 0300340

The purpose of this course is to acquire knowledge and skills in basic ballet techniques. Acquisition of technique should be stressed. The content should include, but not be limited to the following: knowledge and application of basic barre warm-ups; center techniques; turns; across-the-floor-work; and knowledge of basic terminology.

Ballet II - 0300350

The purpose of this course is to extend the acquisition of knowledge and the development of technique in ballet and to provide an opportunity for performance. Acquisition of technique and performance skills should be stressed. The content should include, but not be limited to the following: further development of knowledge and application of basic barre and center warm-ups and techniques, turns, combinations, and across-the-floor; knowledge of performance; and knowledge of ballet terminology.

Ballet III^{SEP} - 0300360

The purpose of this course is to extend the acquisition of knowledge and the development of technique in ballet and to provide greater opportunity for performance. Acquisition of technique, choreography skills, and performance skills should be stressed. The content should include, but not be limited to the following: further development of knowledge and application of basic barre and center warm-ups and techniques and turns; knowledge of choreography; knowledge of turns from 4th and 5th positions in attitude and arabesque positions; knowledge of advanced ballet terminology; and public performances.

Ballet IV Hon- 0300370

The purpose of this course is to extend, refine, and further develop technique in ballet. The content should include, but not be limited to the following: the study of musical notation; further development of skills with emphasis on choreography; advanced point technique, turns, leaps, correct placement of shoulders, grande adage, and allegro; and partnering techniques (pas de deux). Course includes district-developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Dance Choreography/Performance I - 0300380

The purpose of this course is to provide the talented and skilled dancers with opportunities to acquire in-depth knowledge of techniques of choreography while continuing to refine their skills in performing. Acquisition of choreographic skills and their application to performance should be stressed. The content should include, but not be limited to, the following: in-depth knowledge of the elements of music; creating movement sequences, exploring space, time, force, and flow; improvisation; lighting; costuming; make-up for dance and performing.

Dance Choreography/Performance II Hon- 0300390

The purpose of this course is to further the talented and skilled dancers with opportunities to further extend the acquisition of knowledge of techniques of choreography and performance. The content should include, but not be limited to the following: experiences in dance critique; research on periods in dance history; lighting design; intermediate and advanced dance techniques in a variety of dance forms; dance choreography for performance. Course includes district-developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Dance History/Aesthetics I - 0300450

The purpose of this course is to study dance history, its relationship to other disciplines, dance criticism, and the theory of movement. Students should acquire the knowledge and skills necessary to value the role of dance and its contribution to life. The content should include, but not be limited to the following: the history, criticism, and theory of dance movement; the value of dance as an important realm of human experience; the study of dance fundamentals, styles, and periods; and development of dance judgments of aesthetic merit.

Dance Kine/Somat 1 - 0300480

Students study the science of movement as it relates to the specific needs of the dancer. Units of instruction may include, but are not limited to, the introduction to kinesiology with the understanding of the body (anatomy and physiology), through personal fitness conditioning (emphasis on yoga, Pilates), fitness concepts and techniques, cardiorespiratory endurance training and nutrition. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more 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, purchase) appropriate footwear and/or dance attire from an outside source.

Dance Repertory I - 0300400

The purpose of this course is to provide students in dance with opportunities to develop skills in the areas of

modern, jazz, and tap dance techniques. The content should include, but not be limited to, the following: application of fundamental principles of modern, jazz, and tap technique; barre, center floor, axial center, locomotor, and physiologically sound movement progressions; acquisition of technique, including isolation and movement of syncopated rhythms, and time steps.

Dance Repertory II - 0300410

The purpose of this course is to provide improve the dance technique and skills of students in dance with concentrated instruction in intricate jazz, modern, and tap dance. The content should include, but not be limited to the following: transitional movements; qualities of movement; lyrical, staccato, and vibratory movements; accents at longer and more advanced movement combinations; dance history emphasizing major styles, dancers, and choreographers of the 20th century; musical form; and technical theatre.

Dance Repertory III Hon- 0300420

The purpose of this course is to provide students in dance with opportunities for in-depth instruction and specialization in jazz, modern, and tap dance and to provide opportunities for performance to further enhance and develop techniques of dance. The content should include, but not be limited to the following: anatomy and physiology as it relates to the dancer; dance injuries and their prevention; fundamentals of choreography; pedagogy; and critique.

Dance Repertory IV Hon- 0300430

The purpose of this course is to provide students in dance with opportunities to further enhance their skills and to further their knowledge of choreography including lab annotation. The content should include, but not be limited to the following: basic symbols of the scientific method of recording movement on paper; symbolizing the elements of space, time, energy, and the parts of the body, which can be read and converted into movement and in-depth choreographic skills. Course includes district-developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Dance Techniques I - 0300310

The purpose of this course is to acquire knowledge and skill in two or more styles of dance. Acquisition of technique should be stressed. Content should include, but not be limited to the following: in-depth knowledge and application of techniques of two or more dance styles (ballet, jazz, modern, theater, or tap); knowledge of dance terminology; knowledge of basic choreography of movement sequences; and acquisition of technique.

Dance Techniques II - 0300320

The purpose of this course is to extend the acquisition of knowledge and the development of techniques of dance. Acquisition of technique and choreography skills should be stressed. Content should include, but not be limited to the following: further development of knowledge and application of techniques of two or more dance styles (ballet, jazz, modern, theater, or tap); knowledge of dance terminology; and knowledge of choreography.

Dance Techniques III Hon- 0300330

The purpose of this course is to further extend the acquisition of knowledge and the development of techniques of dance. Acquisition of technique and choreography skills should be stressed. Content should include, but not be limited to the following: further development of knowledge and application of techniques of three or more dance styles (ballet, jazz, modern, theater, or tap); knowledge of dance terminology; and knowledge of choreography.

Dance Techniques IV Hon- 0300334

The purpose of this course is to enable students to further develop advanced knowledge and skills in varied dance styles through acquisition and improvement of technique, choreographic process, aesthetic elements, performance

quality, and expressive range. Emphasis shall be placed on staging techniques through independent work in solo and group choreography, culminating in a final performance project. Course includes requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Design Technology

Course	Alt Name	Course #	
FIN CFT STUD ART 1	Costume 1	0101440C	
FIN CFT STUD ART 2	Costume 2	0101450C	
INTROD DRAMA	Tech majors	0400300T	
INTROD DRAMA	MT/PT	0400300P	
TECH THE D/P CMH	Hair/Makeup	0400409C	
TECH THEA DES&PROD 1	Construction 1	0400410P	
TECH THEA DES&PROD 2	Construction 2	0400420P	
TECH THEA DES&PROD 3	Construction 3	0400430P	
TECH THEA DES&PROD4H	Construction 4	0400440P	
THEA DIR & ST MAN 1	Tech Skills/Drafting	0400500T	
THEA DIR & ST MAN 2H	Design	0400510T	
THEATRE 2	Light/Sound	0400320P	
THEATRE 3 HON	Costume 3	0400330P	
THEATRE 4 HON	Costume 4	0400340P	
VISUAL TECH 1	Publicity	0107440P	
VISUAL TECH 2	Craft	0107450P	

Fine Craft Studio Art 1 - 0101440

The purpose of this course is to provide and advanced understanding of the costume design process with an emphasis for artistic expression. Students explore various fabrics, fibers and found materials, research historic and current styles and trends in fashion. This course is designed to build student portfolios for the purpose of college admissions and strengthen techniques and provide students a real world understanding of fabric, garment design and construction. Upon completion of this course, students will be able to complete and assemble a multi-piece period garment.

Fine Craft Studio Art 2 - 0101450

Students create well designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Student

artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on solutions for art challenges based on growing structural, historical, and cultural knowledge. This course incorporates hands-on activities and consumption of art materials.

Intro to Drama – 0400300

Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 1 - 0400410

The purpose of this course is to introduce students to the fundamentals of technical theatre. Emphasis is placed on scenery construction, costuming, makeup, lighting, sound, and properties. Students are introduced to all technical areas and gain an understanding of backstage etiquette. This course includes theory as well as hands on practical application.

Technical Theatre Design & Production 2 - 0400420

The purpose of this course is to introduce students to safety, tools and construction methods used in technical theatre. Emphasis is placed on scenery construction, lighting, sound, and properties. Emphasis is placed on studying the safety and use of hand and power tools, the basics of scenic construction, and backstage etiquette. This course offers students a hands-on introduction to lighting & sound equipment. Also included are beginning methods and procedures in costuming, properties. This course provides hands on practical application.

Technical Theatre Design & Production 3 - 0400430

The purpose of this course is to provide students with practical experience in stagecraft procedures. Emphasis is placed on studying the use of scenery construction and set design. Also included are beginning methods and procedures in using tools, sound equipment, lighting equipment, costuming, properties, and makeup in theatrical productions.

Technical Theatre Design & Production 4H - 0400440

The purpose of this course is to provide study and participation in dramatic productions and projects for experienced students in technical theatre. Areas of study include special uses of design and the construction of scenery, sound, lighting, properties, makeup, and costumes in producing dramatic projects. Emphasis is also given to expanded knowledge of various technical theories. Course includes district-developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Technical Theatre Design & Production: Costume, Makeup & Hair - 0400409

The purpose of this course is to provide an opportunity for technically inclined, as well as professionally aspirant actors, to demonstrate comprehension, application, analysis, synthesis, and evaluation of basic makeup techniques. Included are functions of makeup, terminology, historical development, techniques of application, and techniques of design.

Theatre 1 - 0400310

The purpose of this course is to give students an introductory understanding of the design and function of fabric

and clothing. Students explore construction and surface decoration. The course will address basic weaving and construction or surface design techniques using simple materials. Students at this level will be introduced to sewing terminology and work with basic fabrics and sewing equipment.

Theatre 2 - 0400320

The purpose of this course is to give students a basic understanding of the design and function of fabric construction and surface decoration. The course will address basic weaving and construction or surface design techniques using a variety of materials. Students at this level will be able to identify and work with various fabrics, gain an understanding of working with patterns and understand basic concepts of garment construction and terminology.

Theatre 3 Hon - 0400330

The purpose of this course is to provide students an understanding of the design function, and expressive potential of fabrics & fibers. The course is designed to strengthen techniques, terminology, and deepen students understanding of the potentials and limitations of fabrics, construction techniques, and/or surface design. Students will also explore art career options in fabrics & fibers. Students at this level will be able to complete all aspects of garment construction.

Theatre 4 Hon - 0400340

The purpose of this course is to provide and advanced understanding of the design function and expressive potential of fabrics & fibers. This course is designed to strengthen techniques and provide students a real world level of understanding of the potential and limitations of fabric/garment construction. Upon completion of this course, students at this level will be able to complete and assemble a multi-piece period garment.

Theatrical Direction & Stage Management 1 - 1

0400500

This course offers students and introduction to the methods and practices of developing technical drawings for realized production designs. Areas of concentration include lighting and scenic design paperwork, USITT drafting conventions in both manual and CAD drafting. Students explore rendering techniques and build skills for communicating design ideas with areas of performance and technical theatre.

Theatrical Direction & Stage Management 2H - 0400510

0400510

The purpose of this course is to introduce students to the elements of design and provide an introduction to the theatrical design process. This course explores lighting, costume and scenic design areas and includes both unrealized and realized design scenarios. Students advance their skills for communicating design ideas with areas of performance and technical theatre.

Visual Technology 1 - 0107440

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

Visual Technology 2 - 0107450

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. As they become more adept at using the tools and techniques

available to them, students design animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Music

Course	Alt Name	Course #
AP MUS THEORY		1300330P
BAND 3	9th Grade	1302320P
BAND 4	10th Grade	1302330P
BAND 5 HON	11th Grade	1302340P
BAND 6 HON	12th Grade	1302350P
CHORUS 1	Symphonic	1303300S
CHORUS 2	Symphonic	1303310S
CHORUS 3	Symphonic	1303320S
CHORUS 4	Symphonic	1303330S
CHORUS 4	Vox	1303330V
CHORUS 5 HON	Vox	1303340V
CHORUS 6 HON	Vox	1303350V
GUITAR 1		13013201
GUITAR 1		13013202
GUITAR 2		13013301
GUITAR 2		13013302
GUITAR 3		13013401
GUITAR 3		13013402
GUITAR 4 HONORS		13013501
GUITAR 4 HONORS		13013502
INSTRU ENS 1	Conducting	1302460P
INSTRU ENS 4 HON	Chamber Music	1302490P
INSTRU TECNQS 1	9th Grade Inst.	1302420P
JAZZ ENS 1		1302500P
JAZZ ENS 2		1302510P
JAZZ ENS 3		1302520P
JAZZ ENS 4 HON		1302530P

Course	Alt Name	Course #
KEYBD 1	Piano Majors Only	1301360M
KEYBD 2	Piano Majors Only	1301370M
KEYBD 3	Piano Majors Only	1301380M
KEYBD 4 HONORS	Piano Majors Only	1301390M
KEYBD 1	Voice	1301360P
KEYBD 2	Voice	1301370P
KEYBD 3	Voice	1301380P
KEYBD 4 HONORS	Voice	1301390P
MUS TECH & SO ENG 1	Recording	1304300P
MUS THEORY 1		1300300P
MUS THEORY 2 HON		1300310P
MUSIC TECNQS 1	Crossover	1305500P
MUSIC WORLD	Music History	1300340P
ORCH 3	9th Grade	1302380P
ORCH 4	10th Grade	1302390P
ORCH 5 HON	11th Grade	1302400P
ORCH 6 HON	12th Grade	1302410P
VOCAL ENS 1	Women's Chorale	1303440P
VOCAL ENS 2	Women's Chorale	1303450P
VOCAL ENS 3	Women's Chorale	1303460P
VOCAL ENS 4 HON	Women's Chorale	1303470P
VOCAL TECNQS 1	9th Grade Voice	1303400P
VOCAL TECNQS 4 HON	Senior Seminar	1303430P

Advanced Placement Music Theory - 1300330

This course enables the student to analyze and apply musical fundamentals as practiced in various historical periods. Emphasis will be placed on aural skills development, harmonic notation and written analysis. Course includes district-developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Band III – 1302320

This course is designed to extend musicianship skills and the development of technical skills through performance in instrumental ensembles. The content will continue to foster the production of characteristic tone, and the development of basic band performance techniques. Students will develop performance techniques adequate to accurately and musically perform FBA grade 5 literature, and sight reading musical notation up to and including FBA grade 4 literature.

Band IV – 1302330

This course is designed to extend musicianship skills and the development of technical skills through performance in instrumental ensembles. The content will continue to foster the production of characteristic tone, and the development of basic band performance techniques. Students will develop performance techniques adequate to accurately and musically perform FBA grade 5 & 6 literature, and sight reading musical notation up to and including FBA grade 4 literature.

Band V Hon – 1302340

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

Band VI Hon – 1302350

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

Chorus I - 1303300

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

Chorus II - 1303310

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

Chorus III - 1303320

This course provides students with instruction in the application of vocal musicianship and technical skills. An emphasis will be placed on the refinement of tone production and performance techniques, analysis of musical form, and aesthetic perceptions.

Chorus IV - 1303330

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

Chorus V Hon – 1303340

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

Chorus VI Hon- 1303350

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

College Singers – MUN 1310

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. This course is a dual enrollment course.

Guitar I - 1301320

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

Guitar II - 1301330

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 III - 1301340

This course^[1] perform guitar literature in a variety of meters, styles, and keys. The student will demonstrate the knowledge of appropriate expressive characteristics, vocabulary, history, analysis, and listening skills. The content will include the development of improvisation and accompaniment skills.

Guitar IV Hon- 1301350

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.

Instrumental Ensemble I - 1302460

The purpose of this course is to provide students the opportunity to develop solo performance skills. Instruction will include performance techniques such as breath control, tone production, intonation, phrasing, and expression. Students will demonstrate independence in the interpretation of solo literature and the evaluation of critical listening skills.

Instrumental Ensemble IV - 1302490

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Techniques I - 1302420

This course will provide instruction in performance techniques with emphasis placed on technical and musical fundamentals and listening skills.

Jazz Ensemble I - 1302500

This course will provide students with an introduction to styles and performance techniques of varied contemporary music and jazz literature.

Jazz Ensemble II -1302510

The purpose of this course is to develop independence in the knowledge and demonstration of styles and performance techniques of varied contemporary music and jazz literature. The content will include improvisation, interpretation, and performance of appropriately difficult jazz literature.

Jazz Ensemble III - 1302520

Students in this course^[SEP] will apply the knowledge of styles and techniques of varied contemporary music and jazz literature through ensemble performance. Content includes an emphasis on producing a characteristic tone, developing individual and ensemble techniques, improvising and refining an appreciation for the history of jazz.

Jazz Ensemble IV Hon - 1302530

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.

Keyboard I - 1301360^[SEP]

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 II - 1301370

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 III - 1301380

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.

Keyboard IV Hon -1301390

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.

Music of the World - 1300340

The purpose of this course is to enable students to acquire the skills and knowledge necessary to understand and appreciate how music developed through different cultures, societies and historical periods. Students will be familiar with the different style periods, as well as representative composers and works from those periods. Students will also gain detailed knowledge of important developments and genres such as the fugue, sonata form, the mass, and the symphony.

Music Theory I - 1300300

This course will develop independence, introduce and explore musical fundamentals as practiced in various historical periods. Emphasis will be placed on aural and notational skill development.

Music Theory II Hon - 1300310

This course specializes in analysis and application of musical fundamentals, which will include four-part harmonization and composition. Course includes district-developed requirements designed to demonstrate student mastery of rigorous standards.

Music Tech & So Eng 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.

Orchestra III - 1302380

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 IV - 1302390

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.

Orchestra V Hon – 1302400

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. 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.

Orchestra VI Hon – 1302410

Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. 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.

Vocal Ensemble I - 1303440

This course will develop vocal performance techniques in an ensemble setting with an emphasis on appropriate vocal balance, blend, stylistic interpretation and choreography.

Vocal Ensemble II - 1303450

This course will enable students to develop intermediate level vocal performance techniques with emphasis placed on demonstrating technical and musical fundamentals in solo performance.

Vocal Ensemble III -1303460

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 IV Hon - 1303470

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

fine arts courses.

Vocal Techniques I – 1303400

The purpose of this course is to develop proper vocal techniques through the study of varied choral literature. The student will demonstrate knowledge of form, style and history of appropriate choral literature.

Vocal Techniques IV Hon- 1303430

The purpose of this course is to provide advanced instruction in voice for solo performance in a class situation. The students will formulate critical evaluations and decisions about musical performances 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.

Musical/Performance Theatre

Course	Alt Name	Course #	
ACTING 1		0400370P	
ACTING 2		0400380P	
ACTING 3		0400390P	
ACTING 4 HON		0400400P	
DANCE TECHNQS 1		0300310T	
DANCE TECHNQS 2		0300320T	
FILM 1		0107410X	
FILM 2		0107420X	
FILM 3 HON		0107430X	
MUSIC THEATRE 1		0400700P	
MUSIC THEATRE 2		0400710P	
MUSICAL THEATRE WORKSHOP	11th Grade	MUO10011A	
MUSICAL THEATRE WORKSHOP	12th Grade	MUO10011B	
PLAY WRIT		1009350P	
THEATRE IMPROVISATION		0400620P	
THEA DIR & ST MAN 1		0400500P	
THEA DIR & ST MAN 2H		0400510P	
THEA HIST LIT 1		04003501P	

Acting I - 0400370

The purpose of this course is to integrate acting skills for the career-oriented theatre student. Included are auditions methods and script and character analysis. The course includes district-developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses and are aligned with the new Sunshine State Standards.

Acting II - 0400380

The purpose of this course is to further enhance the acting skills of the student through working with others in scene study and more advanced character work. The student will begin to delve into the components of acting theories, as well as explore the rudiments of directing while developing their scenes.

Acting III - 0400390

The purpose of this course is to utilize acting skills by exploring the styles and theories of acting throughout history. The various periods that will be studied in the course include Greek declamatory style, Commedia dell'Arte, Shakespeare, Restoration Comedy, American Melodrama, and Theatre of the Absurd. The 20th century theorists who will be examined throughout the year include Stanislavski, Strasberg, Adler, Meisner and Uta Hagen.

Acting IV Honors - 0400400

The purpose of this course is to introduce the student to all the many aspects, roles and careers associated with the film and entertainment industries. The content will include an overview of the many facets of television, film and entertainment production. The course also serves as a senior seminar in that it is where the senior develops and produces his/her senior project, as well as helping them to focus on the college and university application process.

Dance Techniques I - 0300310

The purpose of this course is to acquire knowledge and skill in two or more styles of dance. Acquisition of technique should be stressed. Content should include, but not be limited to the following: in-depth knowledge and application of techniques of two or more dance styles (ballet, jazz, modern, theater, or tap); knowledge of dance terminology; knowledge of basic choreography of movement sequences; and acquisition of technique.

Dance Techniques II - 0300320

The purpose of this course is to extend the acquisition of knowledge and the development of techniques of dance. Acquisition of technique and choreography skills should be stressed. Content should include, but not be limited to the following: further development of knowledge and application of techniques of two or more dance styles (ballet, jazz, modern, theater, or tap); knowledge of dance terminology; and knowledge of choreography.

Musical Theater I - 0400700

The purpose of this course is to provide opportunities to study and perform the varied styles of musical theatre with special attention to the principals of stage movement, acting, characterization and all other aspects of a musical production. The content should include, but not be limited to, advanced musical theatre and auditioning techniques, repertoire building for professional theatrical auditions, advanced acting technique, collaborative and ethical work ethic, cultural, social and economic influences upon musical theatre, advanced production techniques, and vocational and recreational pursuits in musical theatre.

Musical Theater II - 0400710

The purpose of this course is to provide opportunities to study and perform scenes from varied styles of musical theater. Special attention will be given to the fundamentals of stage movement, acting, and characterization as

related to musical production.

Musical Theatre III - 0400720

This course provides the study of various historical styles of American Musical Theater. The content includes experiences in appropriate theater production, dramatic and music performance techniques, as well as critical analysis of theater as a participant and observer.

Musical Theatre Workshop - MUO1001

The purpose of this Dual Enrollment course is to provide opportunities to study and perform the varied styles of musical theatre with special attention to the principals of stage movement, acting, characterization and all other aspects of as musical production. The content should include, but not be limited to the following: advanced musical theatre performance and auditioning techniques; repertoire building for professional theatrical auditions; advanced acting technique for musical theatre performance role and influence of inter-national and contemporary musical theatre in history, culture, society and individual lifestyles; collaborative and ethical work ethic for musical theatre production; cultural, social and economic influences upon musical theatre^[1]_{SEP}-connection between musical theatre and other subject areas; advanced stage direction styles and techniques for musical theatre; advanced production techniques; vocational and recreational pursuits in musical theatre; and analysis, evaluation and critiquing of musical theatre performance.

Playwriting - 1009350

The purpose of this course is to develop the creative process of writing in the students and solidify the playmaking experience. The students will learn different elements of writing for stage and screen and sharpen their writing skills for those two media.

Theatrical Direction and Stage Management I - 0400500

The purpose of this course is to provide an opportunity for advanced students to comprehend, analyze, apply, synthesize, and evaluate directing techniques.

Theatrical Direction & Stage Management 2H - 0400510

0400510

The purpose of this course is to introduce students to the elements of design and provide an introduction to the theatrical design process. This course explores lighting, costume and scenic design areas and includes both unrealized and realized design scenarios. Students advance their skills for communicating design ideas with areas of performance and technical theatre.

Theatre History and Literature I - 0400350

The purpose of this course is to provide the career-oriented drama student an opportunity to describe through comparison and analysis the interaction of various theatre fundamentals. Emphasis is placed on directing, vocal techniques, movement, theory, production, management, and script writing.

Theatre Improvisation – 0400620

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.

Visual Arts

Course	Alt Name	Course #	
2-D STUDIO ART 1	Printmaking 2	0101300P	
2-D STUDIO ART 2	9th Grade Core	0101310P	
2-D STUDIO ART 3 HON	10th Grade Core	0101320P	
3-D STUDIO ART 2	9th Grade Core	0101340P	
3-D STUDIO ART 3 HON	10th Grade Core	0101350P	
AP 2-D ART & DESIGN	12th Grade 2D Core	0109350P	
AP 3-D ART & DESIGN	12th Grade 3D Core	0109360P	
AP ART HISTORY		0100300P	
AP DRAWING	11th Grade Core	0104300P	
ART COLLAB DSGN HON	Museum Studies	0102340P	
ART HIST & CRIT 1 H		0100330P	
DIGITAL ART IMG 1		0108370P	
DIGITAL ART IMG 2		0108380P	
DIGITAL ART IMG 3 H		0108390P	
FIN CFT STUD ART 1		0101440P	
FIN CFT STUD ART 2		0101450P	
PAINT 1		0104370P	
PAINT 2		0104380P	
PORT DEV: 2D DES HON	12th Grade 2D Core	0109320P	
PORT DEV: 3D DES HON	12th Grade 3D Core	0109330P	
PORT DEV: DRAW HON	11th Grade Core	0109310P	
PRINTMG 1		0110300P	

2D Studio Art 2 - 0101310

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

2D Studio Art 3 Honors - 0101320

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through

the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

3D Level 2 Studio - 0101340

The purpose of this course is to communicate ideas and concepts through advanced three - dimensional design and composition. The content includes: use of tools/materials, art vocabulary, two- dimensional media, technology, processes, techniques, elements of art, principles of design, critical analysis, historical/cultural perspectives, and career opportunities. This is an advanced level foundation course for visual arts.

3D Studio Art 3 Honors- 0101350

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

Advanced Placement 2-D Art & Design - 0109350

The purpose of this course is to enable each student to develop a portfolio containing an artist's statement and a diverse range of one's own works of art.

The content includes: characteristics and uses of portfolios, portfolio management and inventory, artist's statement; criteria for selecting materials for inclusion, media, processes, and techniques; quality, concentration, and breadth; and presentation of works of art. This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP Credit through submitting a Portfolio of work for consideration by the College Board. Course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

Advanced Placement 3-D Art & Design- 0109360

The purpose of this course is to enable each student to develop a portfolio containing an artist's statement and a diverse range of one's own works of art.

The content includes: characteristics and uses of portfolios, portfolio management and inventory, artist's statement; criteria for selecting materials for inclusion, media, processes, and techniques; quality, concentration, and breadth; and presentation of works of art.

Advanced Placement Studio Art: Drawing Portfolio - 0104300

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in drawing. Course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses. Students work in a self-directed environment

to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Advanced Placement Art History - 01013000

Introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western and non-Western art from pre-historic to the present. Students will learn how to develop expository essays of art history through visual analysis of iconography and compare and contrast. Students are required to take the Advanced Placement examination. Course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

Art History 1 - 0100330

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

Digital Imaging 1 - 0103370

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

Digital Imaging 2 - 0103370

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

Digital Art Imaging 3 Hon – 0108390

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools

and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Fine Craft Studio Art 1 - 0101440

Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates hands-on activities and consumption of art materials.

Fine Craft Studio Art 2 - 0101450

Students create well designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on solutions for art challenges based on growing structural, historical, and cultural knowledge. This course incorporates hands-on activities and consumption of art materials.

Painting 1 - 0104370

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination.

Painting 2 - 0104380

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

Portfolio Development 2D Honors 0109320

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in their AP portfolio. Course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

Portfolio Development 3D Honors 0109330

The purpose of this course is to give advanced students the opportunity to develop quality, concentration,

discipline, and breadth in their AP portfolio. Course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

Portfolio Development Drawing Honors 0109310

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in their AP portfolio. Course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

Printmaking 1 – 0110300

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in printmaking. Media may include, but are not limited to intaglio, lithography, relief printing, and wood block printing. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.