



**Preparation • Respect • Involvement  
Determination • Excellence**



**Pinellas Park High School**

**6305 118<sup>th</sup> Avenue N., Largo, FL 33773  
(727) 538-7410 <http://www.pcsb.org/pp-hs>**

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<p><b>STUDENT SCHEDULES</b> Course requirements, past performance, and future goals are factors students need to consider when planning for next year's classes. School counselors will register students for core academic courses based upon their academic history, state and district guidelines. Students identify their first and second elective choices; however, the selection of electives may be dictated by assessment scores and special program requirements.</p> <p><b>PARENT/TEACHER COMMUNICATION</b> If a student is experiencing a problem in a course, the best solutions are: (1) Direct communication between the student and teacher. (2) Communication between the student, parent, and teacher. Please call or email the instructor with your concerns, and allow at least 48 hours for a response. Utilizing Focus is an easy way for parents to monitor their students' progress in a course. Parents may also arrange for a conference to meet with the students' teachers. This may be arranged through the student's guidance counselor.</p> <p><b>SCHEDULE CHANGES</b> Once the semester begins, changes to your schedule may be made only for the following reasons: computer error, lack of prerequisite for the course, requirement for graduation or college admission, course credit already earned, balancing classes for class size, elimination of a course or section offering, scheduling conflicts. Student schedules will not be changed based on preference of a different teacher, class period or lunch time.</p>			<a href="#">Course Listings</a>	16-38
			<p><b>BRIGHT FUTURES INFORMATION</b> <a href="#">Click to access Bright Futures Website</a></p> <p><a href="https://www.floridastudentfinancialaidsg.org/">https://www.floridastudentfinancialaidsg.org/</a></p>	

## Grading GPA & Promotion

**Grading Scale**

A = 90-100  
 B = 80-89  
 C = 70-79  
 D = 60-69  
 F = Below 60

**Final Grades**

The final grade in high schools offering the 7 period schedule is a semester grade. It is determined by giving equal value to each of the grades for each of the marking periods and the final exam.

$G + G + E/3 = \text{semester grade}$

**Cumulative Grade Point Average (GPA)**

Cumulative Grade Point Averages are based on final grades only. This average is computed by dividing the total number of quality points earned by the total number of courses attempted.

<b>Unweighted</b> (The GPA used for graduation and course requirements)	<b>Weighted Courses</b> (Honors Courses)	<b>Weighted Courses</b> (Advanced Placement [AP], Dual Enrollment courses)
	Class of 2017 and Beyond	Class of 2017 and Beyond
A= 4.0	A= 4.5	A= 5.0
B= 3.0	B= 3.5	B= 4.0
C= 2.0	C= 2.5	C= 3.0
D= 1.0	D= 1.5	D= 1.0
F= 0.0	F= 0.5	F= 0.0

**High School Grade Level Placement****TO MOVE FROM:**

**Grade 9 → Grade 10**

**STUDENT MUST:**

Earn 6 credits and complete 1 year of high school

credits MUST include →

**STUDENT MUST PASS THESE COURSES:**

- English/Language Arts
- Math
- Science
- Social Studies

**Grade 10 → Grade 11**

Earn 12 credits and complete 2 years of high school

credits MUST include →

- 2 in English/Language Arts
- 2 in Math
- 2 in Science
- 2 in Social Studies

**Grade 11 → Grade 12**

Earn 17 credits and complete 3 years of high school

credits MUST include →

- 3 in English/Language Arts
- min 2 required credits in science
- min 2 required credits in social studies

**AP Capstone**

**Discovery, Research, Distinction**

AP Capstone is an innovative diploma program that helps students stand out in the college admissions process by developing the critical skills needed to succeed in college and in life. Students take AP Seminar, a course that develops analytic and inquiry skills, in 10<sup>th</sup> or 11<sup>th</sup> grade followed by AP Research, a course that engages students in independent research project on a topic of their interest.

To receive the AP Capstone Diploma students must earn scores of 3 or higher on the AP Seminar and AP Research exams and on four additional AP Exams of their choosing. The AP Seminar and research Certificate is awarded for scores of 3 or higher on the AP Seminar and AP Research Exams only.

This challenging program helps students deepen their passion for learning, gives them greater confidence in their academic skills, and provides a broader perspective on the world.

For more information, visit [www.collegeboard.org/apcapstone](http://www.collegeboard.org/apcapstone) and talk to your guidance counselor.

## Course Listings

### AP Capstone

#### AP CAPSTONE SEMINAR-QPT

Grade 10

Credit 1

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

#### AP CAPSTONE RESEARCH-QPT

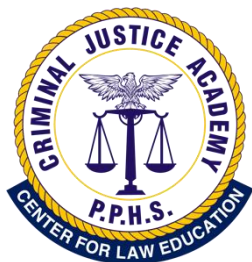
Grade 11

Credit 1

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.

## Pinellas Park High School District Application Programs

### Criminal Justice Academy



The Criminal Justice Academy is a four-year high school magnet program with an emphasis on law education. The academy staff is committed to providing students with an outstanding high school education in all areas. Students gain an understanding of the American legal system and explore the wide range of career-related opportunities. Graduates of the academy will be prepared to further their formal education in the college or university setting or to pursue immediate entry into a chosen career or technical school, or for employment upon graduation from high school. Potential careers include attorney, paralegal, federal or local law enforcement, correction official, crime scene investigator, or forensics expert.

Current ninth grade students can be considered for entrance into the program as tenth grade students on an individual basis. Students take their required academic courses and their criminal justice classes with the teaching staff of the academy. The academy offers regular level, honors,

Advanced Placement, and Dual Enrollment courses along with electives chosen from those courses available to the general student body of the high school.

You can learn more about the suggested course progression for CJA students by visiting our website: [www.pcsb.org/CJA](http://www.pcsb.org/CJA)

### **The following courses are required of students in the Criminal Justice Academy**

**Criminal Justice Operations I (9<sup>th</sup>)**- This course introduces the student to the history, goals, and career opportunities in the Criminal Justice Profession. Students learn about ethics and professionalism, constitutional and criminal laws, court and trial processes, the juvenile justice system, and the correctional system.

**Criminal Justice Operations II (10<sup>th</sup>)**: This course introduces the student to the characteristics and procedures of patrol, completing written reports, and crime prevention programs. Students will also learn guidelines for use-of-force and procedures to protect from blood-borne pathogens.

**Criminal Justice Operations III (11<sup>th</sup>)**: This course introduces the student to crime scene safety, conducting criminal investigations, conducting forensic processing, and property control procedures.

**Public Service Officer (12<sup>th</sup>)**: This course gives the student in-depth instruction on the process of investigating a traffic crash. Students will also further their understanding of employability skills and career opportunities related to law and law enforcement.

Completion of the four Criminal Justice courses will earn students 3 credit hours at St. Petersburg College and is the equivalent of CJE2605- Investigative Trends.

### **Elective Courses for the Criminal Justice Academy**

**Introduction to Crime Scene Investigation (Dual Enrollment)**- This course is an introductory course in crime scene investigation techniques. Emphasis is placed upon recording the crime scene, collecting and preserving physical evidence, and the examination of evidence. Employment of those techniques available to the crime scene investigator also will be demonstrated. *Note: Students must have a PERT battery complete and GPA of 2.5 to take this course. 11<sup>th</sup> and 12<sup>th</sup> grade students only*

**Introduction to Forensic Science (Dual Enrollment)**- This course exposes the student to the capabilities and functions of a full-service crime laboratory. Also covered is evidence selection and submission to crime lab in accordance with established standards and legal requirements including chain of custody. *Note: Students must have a PERT battery complete and GPA of 2.5 to take this course. 11<sup>th</sup> and 12<sup>th</sup> grade students only*

**Comprehensive Law Honors**- This course studies the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice system

**Pinellas Park High School District Application Programs**

## First Responders: National Guard Center for Emergency Management

The First Responders: National Guard Center for Emergency Management is a four-year magnet program. This unique and challenging program focuses on service to the community through a variety of careers in emergency management, planning and response. Students will acquire leadership and team-building skills through project-based learning, mock disaster drills, disaster preparedness training and other hands-on experiences with state-of-the-art equipment.



All First Responders will have the opportunity for online training, dual enrollment classes at St Petersburg College, internships/job training with real First Responders, involvement with civic organizations and participation in student organizations such as Skills USA and FPSA. Students will also have the opportunity to earn certifications in first aid, CPR, AED, homeland security, and other FEMA certifications. Students will also have the opportunity to earn industry certification in Emergency Medical Responder and Firefighter 1. The magnet program will prepare students for entry into a four-year college, community college, vocational/technical school, service organizations or a variety of entry-level positions after high school.

Admission to the First Responder magnet program is thru the District Magnet Application process.

### First Responders: National Guard Center for Emergency Management Sample 4 Year Plan

#### 16 CORE CURRICULUM CREDITS

#### 8 ADDITIONAL CREDITS

Current ninth grade students will be considered for admission to the program as tenth graders on an individual basis. Students applying for admission in the tenth grade should meet all admission criteria above, have above average grades for ninth grade, and commit to completing the four-year curriculum.

First Responder students take their required academic courses and their emergency management electives with the teaching staff of the First Responders magnet program. The First Responders magnet program offers both honors and regular level courses and electives are chosen from those courses available to the general student body of the high school. Students who complete the four-year program meet the vocational course requirement for Gold Seal Scholarship. Contact the First Responders magnet program coordinator for more information

<u>ENGLISH</u>	<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>	OTHER REQ COURSES	REQUIRED MAGNET ELECTIVES	RECOMMENDED ELECTIVES (Foreign Language required for university admission)
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9	*English I	Algebra I *Geometry *Algebra II	*Biology I	World Cult Geography or AP Human Geography	<a href="#">Fine Arts</a>	<a href="#">Emergency Management &amp; Response I</a>	
10	*English II	*Geometry *Algebra II Pre-Calc or student choice of higher **math	*Chemistry	**World History	<a href="#">HOPE</a>	<a href="#">Emergency Management &amp; Response II</a>	*Firefighter I *Foreign Language year 1: • Spanish • French • Sign Language
11	AICE General Paper or <a href="#">AP English Language</a> or ENC 1101 / 1102	*Algebra II Precalculus AP Calculus College Algebra or Statistics	Anat & Phys Hon; or student choice of **science	**American History		<a href="#">Emergency Management &amp; Response III</a>	*Firefighter II *Foreign Language year 2: • Spanish • French • Sign Language
12	English IV or AP English Literature or ENC 1101 / 1102	Precalculus AP Calculus College Algebra Statistics	Student choice of science Honors or AP level	**American Gov. **Economics		<a href="#">Emergency Management &amp; Response IV</a>	* Firefighter II  * Emergency Medical Responder  * Internship
*Regular or Honors    ** Regular, Honors or AP Level classes							

**Emergency Planning and Response 1:** Topics include but are not limited to: First Responder career opportunities, job trends, and prerequisites, basic emergency planning including participation in a local emergency simulation, role of volunteer agencies in emergency preparedness and response, basic concepts of firefighting, preparation of written reports, and safety precautions as they relate to first responders including first aid and CPR. Year 1 students will secure basic first aid and CPR certification, participate in simulated disaster preparations and response, and volunteer in a community-based organization involved with emergency response. In addition, students will have the opportunity to shadow professionals in their identified area(s) of interest.

**Emergency Planning and Response 2:** Topics include but are not limited to: emergency management leadership and administrative structure, National Response Plan and homeland security, legal and ethical issues as they relate to first responders, effective communication in disaster situations, protection of infrastructure, search and rescue techniques, contamination of land, water, and air, and the role of science in natural disasters. Year 2 students will identify model appropriate responses to legal and ethical issues which may arise during emergency response, learn the use of appropriate communication devices such as HAM radio, write an appropriate press release for a given scenario, and participate in the use of GPS for tracking. These students will continue with job shadowing, participation in volunteer organizations, and join service organizations where appropriate.

**Emergency Planning and Response 3:** Topics include but are not limited to: psychological impacts during first responder situations, Armed Service agencies as first responders, hazardous materials identification, decontamination, and treatment, and terrorism as it relates to first responders. Year 3 students may participate in internships and / or dual enrollment coursework in their areas of interest. In addition, they will continue volunteer efforts and maintain CPR and first aid certifications.

**Emergency Planning and Response 4:** Topics include but are not limited to: employability skills and participation in mock disaster drills. Year 4 students will participate in “tabletop” simulation activities and perform disaster scene assessments and plan appropriate responses. Culmination of year 4 involves planning and participation in a mock disaster drill. Students will continue with internships, research, and/or dual enrollment in their identified area of interest. Year 4 students will continue their participation in volunteer efforts and maintain CPR and first aid certification.

**Health Science Directed Study – Emergency Medical Responder Certification:** This survey course is based on the National Standard Curriculum for Emergency Medical Responders at scenes of accident and/or illness is designed to prepare the student for emergency care of a victim, providing the skills, and knowledge of care prior to the arrival of the Emergency Medical Technician/Paramedic. Recognition of symptoms and signs of impending danger to the patient’s life and the accepted treatment modes for the conditions will be taught as well as techniques for extrication (light duty) of the accident victim. Available Senior year only.

**First Responders Internship:** The First Responder internship is designed to provide students with advanced instruction and professional experience in a program related career field. The internship will provide students the opportunity to explore and clarify interests, aptitude, and abilities through career-related experiences. Available Senior year only.

### **Firefighter Program Description**

The introduction to firefighting program prepares students to enter into a field relating to firefighting. The content includes, but is not limited to, orientation to the fire service, cultural aspects, communications, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of fire chemistry and behavior, ladders, hose, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency medical subjects. Students who turn 18 in their senior year can earn their FF1 Certification. In order to complete the certification process, the student must enroll and pass the Emergency Medical Responder curriculum. To comply with Florida Statute 69a the student must also be 18 at the time of participating in the live burn requirement and complete the “Task Book” requirement testing for State Firefighter 1 Certification.

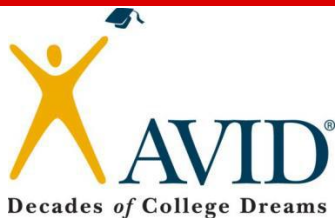
**FF1:** The first year includes both rigorous theory and hands-on learning about firefighting topics, and can lead to a certification when State of Florida administrative code requirements are met. Topics presented this year are: orientation to the fire service, personal protective equipment, extinguishers, communications, safety and health including physical fitness, fire behavior and life safety initiatives.

**FF2:** Students will build on their first year of firefighting. Topics include building construction, ropes and knots, tools and equipment, fire hose, fire streams, automatic sprinkler systems and hazardous materials. The prerequisite to this class is FF1.

**FF3:** This is the final of 3 classes needed to comply with the 206 hour requirements of the Florida State Firefighter I certification. Chapter topics include: victim rescue, forcible entry, ladders, ventilation, water supply, fire control, loss control, origin and cause. FEMA IS-100, S-130 and 190 wildland firefighting courses will be taken as independent study during this year.

**AVID**

**College Preparation**



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and is scheduled as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth

At the high school level, AVID students are enrolled in their school's toughest classes, such as Advanced Placement®, and receive support in an academic elective class - AVID - taught within the school day by a trained AVID teacher. In the accelerated elective class, AVID students receive support through a rigorous curriculum and ongoing, structured tutorials. AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

**AVID I:** Grade Level 9

Students will work on academic and personal goals, communication, involvement in their school and community, analytical writing, study and test-taking skills. Students will work collaboratively, learning how to participate in collegial discussions and use sources to support their ideas and opinions. They will take an active role in field trips and guest speaker presentations.

**AVID II:** Grade Level 10

Students will refine the AVID strategies to meet their independent needs and learning styles, refine their time management and study skills, and practice analyzing prompts, supporting arguments and claims. Students will expand their vocabulary use in preparation for college entrance exams. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

**AVID III:** Grade Level 11

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are 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.

**AVID IV:** Grade Level 12

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will apply to four-year universities, complete financial aid paperwork and confirm their postsecondary plans. AVID seniors will graduate with a portfolio representing their years of work in the AVID program, including a resume and letters of recommendation.

# YOUR PATH TO AN A.A. DEGREE AT PINELLAS PARK HIGH SCHOOL

**General requirements (this page) total 36 credits. With a total of 60 credits needed for an A.A. degree, students must complete an additional 24 credits in elective coursework.**

DUAL ENROLLMENT COURSE GRADES MUST BE C OR HIGHER FOR ALL GENERAL EDUCATION REQUIRED COURSE	AA Degree Credit Requirements	AA Subject Area Requirements	Course Options	Location
	Communications Requirements (9 Credits)	Writing/Composition I - Core (6000 words) <i>1 course from this group</i>	AP English Language or Literature (Exam score 3+)	PPHS
			ENC 1101 Composition I	PPHS
		Literature/Composition II (6000 words) <i>1 course from this group</i>	AP English Language or Literature (Exam score 4+)	PPHS
			ENC 1102 Composition II	PPHS
		Speech (2000 words) <i>1 course from this group</i>	SPC 1017 Intro to Speech Communication	SPC
			SPC 1065 Business & Professional Speaking	SPC
	SPC 1608 Public Speaking		SPC	
	Humanities (6 credits)	Humanities A – Core (2000 words)	AP Art History (Exam score 3+)	PPHS
		Humanities B - Other (2000 words) <i>1 course from this group</i>	REL 2300 World Religions*	SPC
			AP Art History (Exam score 4+)	PPHS
	College Math (6 credits)	College Level Math <i>2 courses from this group</i>	AP Calculus AB or BC (Exam score 3+)	PPHS
			AP Calculus BC (Exam score 4+)	PPHS
			MAC 1105 College Algebra	PPHS
			STA 2023 Statistics	PPHS
			MGF 1106 Mathematics for Liberal Arts I	SPC
			MGF 1107 Mathematics for Liberal Arts II	SPC
	ETHICS (3 credits)	Ethics (2000 words)	PHI 1600 Studies in Applied Ethics	SPC
			<i>Topic options include: General, Business &amp; Professional, Healthcare, Public Safety</i>	
	Social and Behavioral Science (6 credits)	American Government (2000 words)	POS 2041 American National Government	PPHS
		Social & Behavioral Science (2000 words) <i>1 course from this group</i>	AP Psychology (Exam score 3+)	PPHS
			AP U.S. History (Exam score 4+)	PPHS
			AMH 2010 History of the United States I (to 1865)	SPC
			AMH 2020 History of the United States II (from 1865)	SPC
			SYG 2000 Introduction to Sociology	SPC
	Natural Sciences (minimum 6 credits including a lab) Lab requirement is met by any course ending with an L or C	Natural Sciences A - Core <i>1 course from this group</i> <i>(note the science majors listed to assist in proper selection of science course - courses without a major listed are for non-science majors)</i>	AP Biology (Exam score 3)	PPHS
			AP Biology (Exam score 4+)	PPHS
			AP Chemistry (Exam score 4+)	PPHS
			AST 1002 Universe: The Infinite Frontier	SPC
			ESC 1000C Earth Science w/ Lab	SPC
			EVR 1001C Introduction to Environmental Science	SPC
			PHY 2048 / 1048L Physics I w/ Lab	SPC
		Natural Sciences B - Other <i>1 additional course from this group or A - Core</i> <i>(note the science majors listed to assist in proper selection of science course - courses without a major listed are for non-science majors)</i>	AP Biology (Exam score 5)	PPHS
			AP Chemistry (Exam score 5)	PPHS
			BSC 2086 / 2086L Human Anatomy & Physiology II w/ Lab	SPC
			CHM 2210 / 2210L Organic Chemistry I w/ Lab	SPC
			CHM 2211 / 2211L Organic Chemistry II w/ Lab	SPC
			HUN 1201 Science of Nutrition	SPC
			MET 2010 Introductory Meteorology	SPC
	ENHANCED WORLD VIEW: This requirement can be satisfied by taking one of the courses listed above with an asterisk *, or by taking one semester of a college level World Language course (does not include American Sign Language).			

## YOUR PATH TO AN A.A. DEGREE AT PINELLAS PARK HIGH SCHOOL

**General requirements (see reverse for details) total 36 credits. With a total of 60 credits needed for an A.A. degree, students must complete an additional 24 credits in elective coursework.**

### ADDITIONAL INFORMATION REGARDING REQUIREMENTS FOR AN A.A. DEGREE

Dual Enrollment Eligibility	Students must meet minimum test score requirements and maintain an unweighted GPA of at least 3.0 and a college GPA of at least 2.0 to participate in dual enrollment. The Approved Course Matrix (link on the PCSB Adv. Studies webpage) includes pre-requisite courses and minimum test scores.
General Education A.A. Requirements	The list of courses is not the complete list of options for A.A. degree courses, but is the list of the options available at the high school plus the most frequently enrolled options at the college. For a complete list of options, review the Approved Course Matrix on the PCSB Advanced Studies webpage.
Pre-requisites for Bachelor's Programs	Students who have decided on the Bachelor's Degree they wish to pursue should select speech, mathematics, natural sciences, and elective courses that meet the prerequisites required for entry into their degree program.
College Level Courses Limitations	Pinellas County students taking dual enrollment classes are limited to a maximum of 6 college level classes per semester. This includes dual enrollment, AP, AICE and/or IB combined.
General graduation requirements	60 credit hours, 2.0 cumulative college GPA, 15+ credits completed through Dual Enrollment coursework
Computer Literacy Requirement	Can be met in three ways: (1) opt out test (\$27 fee), (2) articulated credit from high school courses resulting in industry certification, or (3) taking one of the following courses - CGS 1070, CGS 1100, CGS 1309, EME 2040)
World Language Requirement	Can be met in three ways: (1) completing 2 consecutive years of the same language in high school (2) taking a language proficiency test, or (3) earn credit in 2 college semesters of the same language

### ADDITIONAL CREDITS THAT CAN BE EARNED AT PPHS THROUGH DUAL ENROLLMENT CLASSES OR AP EXAMS TO MEET ELECTIVE REQUIREMENTS FOR A.A. DEGREE

SLS 1101 The College Experience	3 credit dual enrollment course
INR 2002 International Relations	3 credit dual enrollment course
AP World Language Exam scores 3	Credit for one semester of intermediate language course
AP World Language Exams scores 4+	Credit for two semesters of intermediate language course
AP Capstone Exam score 3+	Credit for an IDS course as defined by SPC
AP Environmental Science Exam score 3+	Credit for ISC 1051
AP Human Geography Exam score 3+	Credit for GEO 1400 or GEO 1420
AP World History Exam score 3+	Credit for WOH X022
AP Music Theory Exam score 3+	Credit for MUT 1001 if composite is 3+ <b>OR</b> MUT 1111 & MUT 1241 if both subscores are 3+
AP Studio Art 2-D Exam score 3+	Credit for ART 1201C
AP Studio Art 3-D Exam score 3+	Credit for ART 1203C

# Career and Technical Education Graduation Pathway Option

Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option.

To earn a standard high school diploma through this pathway option, a student must:

1. Successfully complete a minimum of 18 credits
2. Have a minimum, cumulative GPA of at least a 2.0 on a 4.0 scale
3. Meet the requirements of:
  - 4 English credits (including the statewide grade 10 Reading assessment, or the grade 10 ELA assessment, or earn a concordant score)
  - 4 Math credits (including the statewide Algebra I EOC assessment or earn a comparative score)
  - 3 Science credits
  - 3 Social Studies credits
4. Complete two credits in Career and Technical Education. The courses must result in a program completion and an industry certification.
5. Complete two credits of electives including one-half credit in Personal Financial Literacy Honors or Economics with Financial Literacy

# Graduation Requirements

**Graduating Class of 2021 and beyond  
Students Entering Grade Nine in or after the 2016-2017 School  
Year**

<b>Subject Area &amp; Testing</b>	<b>24 Credit Standard Diploma Option</b>
<b>English &amp; Language Arts</b>	<b>4 Credits:</b> <ul style="list-style-type: none"> <li>▪ ELA I, II III, IV</li> <li>▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>Mathematics</b>	<b>4 Credits:</b> <ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
<b>Science</b>	<b>3 Credits</b> <ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>Social Studies</b>	<b>3 Credits</b> <ul style="list-style-type: none"> <li>▪ 1 credit in World History</li> <li>▪ 1 credit in U.S. History</li> <li>▪ .5 credit in U.S. Government</li> <li>▪ .5 credit in Economics</li> </ul>
<b>Fine and Performing Arts</b>	<b>1 Credit</b> Course Options: Art, drama, music, printing, Into to Information Technology and Digital Design
<b>Physical Education</b>	<b>1 credit</b> physical education course with an integration of health
<b>8 Elective Credits</b>	<b>8 Credits</b>
<b>Online Course</b>	<b>1 Credit</b>
<b>Statewide Assessments</b>	<b>Students must pass the following statewide assessments:</b> <ul style="list-style-type: none"> <li>▪ 10th grade state standardized reading assessment (or ACT/SAT concordant score)</li> <li>▪ Algebra I end-of-course (EOC) or a comparative score on the ACT/SAT</li> </ul>

<b>EOC Assessment</b>	<p><b>Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade in the following subjects:</b></p> <ul style="list-style-type: none"> <li>▪ Algebra I</li> <li>▪ Biology I</li> <li>▪ Geometry</li> <li>▪ U.S. History</li> </ul>
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## Graduation Requirements

Florida students entering grade nine may choose from one of four options to earn a **standard diploma**

- 24-credit program\*
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option

Students may earn one or more designations on their standard high school diploma—the scholar designation and the merit designation

### **Scholar designation**

In addition to the requirements of s. 1003.4282, in order to earn the Scholar designation, a student must satisfy the following requirements:

- 1. Mathematics-** earn one credit in Algebra II, one credit in statistics or an equally rigorous course, pass the Geometry statewide, standardized assessment.
- 2. Science-** pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized Biology I EOC assessment.
- 3. Social Studies-** pass the statewide, standardized United States History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.
- 4. Foreign Language-** earn two credits in the same foreign language.
- 5. Electives-** earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

### **Merit designation**

In addition to the requirements of s. 1003.4282, in order to earn the Merit designation, a student must:

- 1.** Attain one or more industry certifications from the list established under s. 1003.492.
- 2.** Students and parents shall be provided information about diploma designations through an online education and career planning tool, which allows students to monitor their progress toward the attainment of each designation.

	<b>3.</b> The State Board of Education may make recommendations to the Legislature regarding the establishment of additional designations.
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Florida's public high school graduation requirements are specified in the following sections of Florida Statute (F.S.):

1. Section [1003.4282](#), F.S., Requirements for a standard high school diploma (effective July 1, 2013)

*High School Graduation Requirements for Students with Disabilities*, outlines two additional options that students with disabilities may complete within the 24-credit program. These include

- specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum.
- specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

For additional information on exceptional student education programs, visit the [Bureau of Exceptional Education and Student Services](#) web page.

For more information on local public school district graduation programs, contact the [school district](#).

### **State Assessments for High School Graduation**

Information related to statewide assessment requirements is available in [Graduation Requirements for Florida's Statewide Assessments](#) (PDF).

# 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 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

## Courses Available for the Current School Year

English	Math	Science	Social Studies
English 1 Honors English 2 Honors AICE General Paper AP English Language and Composition AP English Literature and Composition Composition I, II Reading 9-12	Algebra 1 Honors Geometry Honors Math for College Liberal Arts Math for College Algebra Algebra 2 Honors Probability and Statistics Honors AP Pre-Calculus Calculus AB College Algebra, Statistics	Biology I Honors Chemistry I Honors Earth/Space Science Honors AP Biology AP Environmental Science AP Physics AP Chemistry Anatomy & Physiology Honors Marine Science 1 Honors Marine Science 2 Honors AICE Marine Science 1	World History Honors AP World History US History Honors AP US History AP Macroeconomics AP Microeconomics AP Government American Political System Honors Personal Finance and Money Management Economics Honors US Government Honors
World Languages	Performing Fine Arts	Social Studies Electives	English Electives
Amer. Sign Lang. 1 Amer. Sign Lang. 2 Spanish 1 Spanish 2 Spanish 3 Honors Spanish for Spanish Speakers 3 AP Spanish French 1 French 2 French 3 Honors	Band I, II, III, IV Orchestra I, II, III, IV Chorus I, II, III, IV Concert Chorus I, II, III, IV Keyboarding I, II, III Musical Theatre I Theatre I, II, III, IV Theater, Cinema, and Film Production	AP Human Geography AP European History AP Psychology AP Art History Holocaust History Honors African American History Honors	Creative Writing 1, 2, 3, 4 Journalism I Journalism III Honors (yearbook)
Visual Fine Arts	Career Preparation	College Preparation	Physical Education/ Driver's Ed
AP Studio Art 2D* AP Studio Art 3D* AP Drawing* 2D Studio Art 1 2D Studio Art 2 3D Studio Art 1 3D Studio Art 2 Portfolio Development: 2D	AP Computer Science Principles * Digital Design I, II, III * Digital Information Technology Introduction to Printing Technology * Basic Offset Press* Unmanned Aircraft Systems I, II, III Nutrition and Wellness, Principles of Food Preparation Culinary Arts I Coast Guard JROTC I, II, III DCT/OJT Workplace Essentials	AP Seminar AP Research The College Experience AVID 1 AVID 2 AVID 3 AVID 4	HOPE (online) HOPE (Traditional) Team Sports 1, 2 Basketball 1, 2 Volleyball 1, 2 Weight Training 1, 2 Driver's Ed (Semester)
Criminal Justice Magnet Electives		First Responder Magnet Electives	
Criminal Justice Operations I Criminal Justice Operations II Criminal Justice Operations III Public Service Officer Intro to Forensic Science Intro to Crime Scene Technology Comprehensive Law Studies Honors		Emergency Planning and Response I Emergency Planning and Response II Emergency Planning and Response III Emergency Planning and Response IV Firefighting I Firefighting II Firefighting III Emergency Medical Responder (12 <sup>th</sup> only)	

# Course Listings

## Advanced Placement Course Offerings

### **Advanced Placement English: Language and Composition- CAPE - QPT**

Grade Level 11, 12 (in some cases, grade 10)

Credit 1

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

### **Advanced Placement English: Literature and Composition-QPT**

Grade Level 12 (in some cases, grade 11)

Credit 1

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.

### **Advanced Placement Calculus AB-QPT**

Grade Level 11-12

Prerequisite Credit in Trigonometry and Analytic Geometry or Pre-Calculus

Credit 1

The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content is specified by the Advanced Placement Program. *Note: Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.*

### **Advanced Placement Precalculus – QPT**

Grades: 10-12

Credit: 1

Students in this course explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

### **Advanced Placement Biology-QPT**

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

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

**Advanced Placement Chemistry-QPT**

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. *Note: Students are required to take the Advanced Placement examination*

**Advanced Placement Environmental Science-QPT**

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

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

**Advanced Placement Physics-QPT**

Grade Level 11-12

Credit 1

Prerequisite Chemistry and Physics

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

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

**Advanced Placement World History-QPT**

Grade Level 10

Credit 1

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

**Advanced Placement United States History-QPT**

Grade Level 9-12

Credit 1

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

**Advanced Placement Microeconomics-QPT**

Grade Level 9-12

Credit ½

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 Macroeconomics-QPT**

Grade Level 9-12

Credit ½

Students analyze the choices they must make as producers, consumers, investors, and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding that a society must organize its limited resources to satisfy its unlimited wants. Students are required to take the Advanced Placement examination.

**Advanced Placement Human Geography-QPT**

Grade 9-12

Credit 1

Students prepare 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 change over time. *Note: Students are required to take the Advanced Placement examination.*

**Advanced Placement Psychology-QPT**

Grade 11-12

Credit 1

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

**Advanced Placement European History-QPT**

Grade 12

Credit 1

Students acquire an understanding of the history of Europe from the Renaissance to the present. *Note: Students are required to take the Advanced Placement examination*

**Advanced Placement Comparative Government and Politics-QPT**

Grade 12

Credit .5

In this course, students examine the political institutions and processes of six different countries—China, Iran, Mexico, Nigeria, Russia, and the United Kingdom—and compare the ways they address problems. You'll analyze data and readings to draw conclusions about political systems. *Note: Students are required to take the Advanced Placement examination. Students who take this course will also be enrolled in American Political Systems Honors for a semester to compliment this course.*

**Advanced Placement Spanish-QPT**

Grade Level 9-12

Credit 1

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

**Advanced Placement Studio 2D and 3D - QPT**

Grade Level: 10 - 12

This course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The program consists of three portfolios – 2-D Design, 3-D Design and Drawing – corresponding to common college foundation courses. Instruction will address three major concerns that are constants in the teaching of art: (1) the student's ability to recognize quality in her/his work; (2) the student's concentration on a sustained investigation of a particular visual interest or problem; and (3) a range of approaches to the formal, technical and expressive means of the artist. *Note: Students are required to complete an Advanced Placement Portfolio.*

**Advanced Placement Drawing**

Grade Level: 10 - 12

This course is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course. *Note: Students are required to complete an Advanced Placement Portfolio.*

**Advanced Placement Art History – QPT**

Grades: 10-12

Credit: 1

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. *Note: Students are required to take the Advanced Placement examination*

**Advanced Placement Computer Science Principles – QPT**

Grades: 9-12

Credit: 1

AP Computer Science Principles introduces students to foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. *Note: Students are required to take the Advanced Placement examination*

# Course Listings

## English Language Arts and Reading

### **English I Honors I-QPT**

Grade Level 9

Credit 1

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements and on using the writing process to produce various types of papers. Advanced speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. The reading level is 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. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

### **English Honors II-QPT**

Grade Level 9-10

Credit 1

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices, and themes and on using the writing process to produce specified types of essays.

Advanced speaking and listening skills, vocabulary skills, study skills, reference skills, a study of mass media, and practical writing are also included. Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. The reading level is 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. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

### **AICE English General Paper-QPT**

Grade Level 10-11

Credit 1

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

### **English IV Honors -QPT**

Grade Level 11-12

Credit 1

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors and periods of British and world literature and on using the writing process to produce specified types of papers, including literary analysis, the argumentative essay, and the research paper. Advanced speaking and listening skills, vocabulary development, reference and study skills, and the history of the English language are also included. Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. The reading level is 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. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

### **Advanced Placement English: Language and Composition-QPT**

Grade Level 11, 12 (in some cases, grade 10)

Credit 1

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

**Advanced Placement English: Literature and Composition-QPT**

Grade Level 12 (in some cases, grade 11)

Credit 1

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.**

**ENC 1101 COMPOSITION I - Dual Enrollment**

Prerequisite: (ENC 0020) and (prerequisite or co-requisite REA 0002) or EAP 1695 or appropriate scores on the Writing and Reading placement tests. 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.

**ENC 1102 COMPOSITION II- Dual Enrollment**

Prerequisite: (ENC 1101 or ENC 1121H) and (REA 0002 or EAP 1695) or appropriate scores on the English and Reading placement test. 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.

**Reading**

Grade Level 9-10

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.

**Reading**

Grade Level 11-12

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. The Intensive 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.

**Creative Writing I- Elective**

Grade Level 9-12

Credit .5

The purpose of this course is to develop writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to, the following: development of and practice in writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction.

### **Creative Writing II- Elective**

Grade Level 9-12

Credit .5

The purpose of this course is to extend the development of the writing and language skills needed for individual expression in the literary forms as introduced in Creative Writing I. The content should include, but not be limited to, the following: instruction and practice in writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays, and nonfiction. The technical aspects of publishing student work in literary publications will also be included.

### **Journalism I**

Grade Level 9-12

Credit 1

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

### **Journalism III (Yearbook)-QPT**

Grade Level 10-12

Credit 1

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

## **Course Listings**

### **Mathematics**

#### **Algebra 1A**

Grade Level 9

Credit 1

This course is the first half of the algebraic content for the algebra one program. Topics shall include, but not be limited to, the real number system with emphasis on rational and irrational numbers, sets, variables, algebraic expressions, patterns, relations and functions, solutions to linear equations and inequalities, rates, ratios, proportions, coordinate geometry, graphs, Venn diagrams, real-world problems, problem solving strategies, and literacy strategies.

#### **Algebra 1 Honors**

Grade Level 9-10

Credit 1

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the algebra skills needed to solve real-world and mathematical problems. Topics shall include, but not be limited to, sets, ratios, proportions, radical expressions, variables, the real number system, equations and inequalities, graphs, systems of linear equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, quadratic equations, Venn diagrams, coordinate geometry, problem solving strategies, and literacy strategies. Grades are assigned through completion of course work. Credit is received by obtaining an achievement level of 3, 4, or 5 on the Algebra EOC.

#### **Algebra I Credit Recovery**

Grade Level: 9 – 12

Credit .5

Prerequisite: Level 1 or 2 on the Algebra I EOC exam

The purpose of this course is to provide review of the content of Algebra 1 for raising the EOC exam outcome to a level 3 or above. This course may be used as a “forgiveness” grade for Algebra 1 if needed.

#### **Geometry Honors - QPT**

Grade Level 9-12

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. Topics shall include, but not be limited to, truth tables, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, vectors, Fibonacci sequence, golden ratio, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, cross sections, spheres, coordinate geometry, trigonometric ratios, problem solving strategies and literacy strategies.

### **Math for College Liberal Arts**

Grade Level 9-12

Credit 1

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### **Algebra II Honors - QPT**

Grade level 9-12

Credit 1

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.

### **Probability and Statistics with Applications**

Grade Level 11-12

Credit 1

The purpose of this course is to explore the concepts of probability and elementary statistics. Topics shall include, but not be limited to, random experiments, probability concepts, counting principles, permutations, combinations, sample spaces, binomial distribution, concepts of descriptive statistics, measures of central tendency, measures of variability, normal distribution, statistical applications including hypotheses testing, real-world applications, problem solving strategies and literacy strategies.

### **Advanced Placement Precalculus – QPT**

Grades: 10-12

Credit: 1

Students in this course explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world

### **Advanced Placement Calculus AB-QPT**

Grade Level 11-12

Credit: 1

Prerequisite Credit in Trigonometry and Analytic Geometry or Pre-Calculus

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. *Note: Students are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.*

### **College Algebra – Dual Enrollment**

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. 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. With a grade of c or higher students, earn 3 elective college credits.

### **Statistics –Dual Enrollment**

This course includes concepts taken from topics which include descriptive statistics, measures of central tendency and dispersion, probability, probability distributions, relative frequency distributions, sampling distributions, binomial distribution, normal distribution, the student's distribution, the Chi-square distribution, estimation using confidence intervals, hypothesis testing, linear regression, correlation, and nonparametric statistics.

# Course Listings

## Science

### **Biology I Honors-QPT**

Grade Level 9-12

Credit 1

Advanced 8th grade science course

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

### **Advanced Placement Biology-QPT**

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

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.

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

### **Chemistry I Honors-QPT**

Grade Level 10-12

Credit 1

Prerequisite Geometry or concurrent Geometry

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

### **Advanced Placement Chemistry – QPT**

Grade Level 10-12

Credit 1

This is a college level course in Chemistry to provide students with the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. You'll do hands-on lab investigations and use chemical calculations to solve problems. *Note: Save your lab notebooks and reports; colleges may ask to see them before granting you credit.*

### **Advanced Placement Environmental Science-QPT**

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

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. *Note: Students are required to take the Advanced Placement exam*

### **Earth Space Science Honors - QPT**

Grade Level 11-12

Credit 1

The purpose of this course is to conduct. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures.

### **Advanced Placement Physics-OPT**

Grade Level 11-12

Credit 1

Prerequisite Chemistry and Physics

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

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

### **Anatomy and Physiology Honors-QPT**

Grade Level 11-12

Credit 1

Prerequisite Biology I and Chemistry

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

### **Marine Science I Honors-QPT**

Grade Level 11-12

Credit 1

Prerequisite Biology and Chemistry

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

### **Marine Science II Honors-QPT**

Grade Level 11-12

Credit 1

Prerequisite Marine Science I

This course will provide an in-depth study of the marine environment begun in marine science. Its goal is to present science in a social context and to give students the foundation needed to be intelligent participants in important societal discussions that involve environmental issues touching on oceans, climate and coastal zones.

## **Course Listings**

### **Social Studies**

#### **American Government Honors-QPT**

Grade Level 12

Credit .5

Students gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in contemporary American society. Students in an honors class will study and analyze primary source documents, write document-based question essays, and incorporate additional reading and current events.

#### **Advanced Placement Comparative Government and Politics-QPT**

Grade 12

Credit .5

In this course, students examine the political institutions and processes of six different countries—China, Iran, Mexico, Nigeria, Russia, and the United Kingdom—and compare the ways they address problems. You'll analyze data and readings to draw conclusions about political systems. *Note: Students are required to take the Advanced Placement examination. Students who take this course will also be enrolled in American Political Systems Honors for a semester to compliment this course*

#### **The American Political Systems Honors-QPT**

Grade Level 12

Credit .5

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States. *Students in this course will also take AP Comparative Government and Politics*

#### **World History Honors-QPT**

Grade Level 10

Credit 1

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

#### **Advanced Placement World History-QPT**

Grade Level 10

Credit 1

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

**United States History Honors-QPT**

Grade Level 11

Credit 1

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

**Advanced Placement United States History-QPT**

Grade Level 9-12

Credit 1

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

**Economics with Financial Literacy Honors- QPT**

Grade Level 9-12

Credit .5

Students analyze choices they must make as producers, consumers, investors and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its unlimited wants. Students in an advanced course will be assigned additional reading and writing assignments.

**Advanced Placement Microeconomics-QPT**

Grade Level 9-12

Credit .5

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 Macroeconomics-QPT**

Grade Level 9-12

Credit .5

Students analyze the choices they must make as producers, consumers, investors, and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding that a society must organize its limited resources to satisfy its unlimited wants. Students are required to take the Advanced Placement examination.

**Advanced Placement Human Geography-QPT**

Grade 11-12

Credit 1

Students prepare 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 change over time. *Note: Students are required to take the Advanced Placement examination.*

**African American History Honors- QPT****Grade: 9 – 12**

Credit: .5

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.

**Holocaust History Honors- QPT****Grade: 9 – 12**

Credit: .5

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler's rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

**Advanced Placement Psychology-QPT**

Grade 11-12

Credit 1

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

**Advanced Placement European History-QPT**

Grade 12

Credit 1

Students acquire an understanding of the history of Europe from the Renaissance to the present. *Note: Students are required to take the Advanced Placement examination*

**Advanced Placement Art History – QPT**

Grades: 9-12

Credit: 1

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

**American National Government – Dual Enrollment**

Grades 11-12

Credit .5

This survey dual enrollment course provides a comprehensive examination of the American political system. Through this course students will become familiar with theory, organization, principles, and function of the American national government, and various elements within the political system that work to shape policy outcomes.

**International Relations – Dual Enrollment**

Grades 11-12

Credit .5

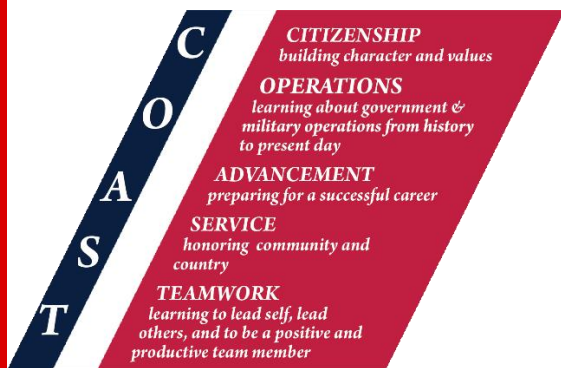
This dual enrollment course is an introductory study of the factors that affect relations among nations, including the development of nationalism; the elements that determine national power; the formulation of foreign policy; the art of diplomacy; the history and application of international law; international economics; international organizations; militarism and war; case studies involving the above; and contemporary events in international relations. American National Government is a prerequisite.

# Course Listings

## Coast Guard JROTC

**Purpose:** The flagship purpose of JROTC as established by law is to “instill in students in United States secondary institutions the values of citizenship, service to the United States, personal responsibility and a sense of accomplishment.” It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

**Mission:** Coast Guard JROTC is a citizenship program whose mission is to “train cadets on the COAST”. COAST is an acronym encapsulating the five-fold pillars of citizenship, operations, advancement, service, and teamwork. These pillars guide and reinforce the learning that takes place in the Coast Guard JROTC program, both in and out of the classroom:



**Goals:** The five pillars of COAST also correspond with the five program goals of:

- Building character and values
- Learning about government and military operations from history to present day
- Preparing for a successful career
- Honoring community and country
- Learning to lead self, lead others, and to be a positive and productive team member

### US Coast Guard and Leadership Operations 1

Grades 9-12

Credit 1

The first course introduces the Coast Guard training program. Students will develop leadership skills, understand citizenship, responsibility and the foundations of government. Students study wellness, fitness and first aid, become familiar with Coast Guard cutters, boats and Coast Guard aviation. Cadets learn and develop skills in geography and the fundamentals of survival. Student will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

### US Coast Guard and Leadership Operations 2

Grades 10-12

Credit 1

The mission of this course is to continue to develop the principles of leadership and citizenship in students through an understanding of United States Coast Guard history and operations. This course is intended for students that have successfully completed USCG Leadership and Operations 1.

### US Coast Guard and Leadership Operations 3

Grades 11-12

Credit 1

The mission of this course is to continue to develop the principles of leadership and citizenship in students through an understanding of United States Coast Guard history and operations. This course is intended for students that have successfully completed USCG Leadership and Operations 2.

# Course Listings

## Fine and Performing Arts

### Drama

#### **Theatre Improvisation**

Grade Level 9-12

Credit 1

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 standalone 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.

#### **Theatre I**

Grade Level 9-12

Credit 1

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

#### **Theatre II**

Grade Level 10-12

Credit 1

Prerequisite – Theatre I

Description Pending Board Approval: This year-long, intermediate-level class, designed for students with a year of experience or more, promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work.

#### **Theatre III**

Grade Level 10-12

Prerequisite -Theatre II

Credit 1

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

#### **Musical Theatre**

Grade Level 9-12

Credit 1

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

## Course Listings

### Fine and Performing Arts

#### Music

##### **Keyboard I, II, III, IV, V**

Grade Level 9-12

Prerequisite - Previous Level Course

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.

##### **Concert Band I, II, III, IV, V, VI**

Grade Level 9-12

Prerequisite - Previous Level Course

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. *Note Band will be split into 3 separate courses: Band for Brass instruments, Band for Wind instruments, Band for Percussion. Students should indicate their choice on the request form.*

##### **Orchestra I, II, III, IV, V, VI**

Grade Level -9-12

Prerequisite - Previous Level Course

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

##### **Chorus I, II, III, IV, V, VI**

Grade Level 9-12

Prerequisite - Previous Level Course

The purpose of this course is to develop 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 will be split into 3 separate courses: Chorus (women) I, Chorus (women) II, Chorus (women) III/IV, Chorus (men) I/II/III/IV. Students should indicate their choice on the request form.*

##### **Music Theory**

Grade Level 10-12

Prerequisite - Audition /Demonstration of skill knowledge

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 fine arts courses.

## Course Listings

### Fine and Performing Arts

#### Visual Art

##### **Two-Dimensional Studio Art I, II**

Grade Level 10-12

Prerequisite—Previous course

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.

### **Three-Dimensional Studio Art I, II**

Grade Level 10-12

Prerequisite—Previous course

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

### **Portfolio Development: Two Dimensional Design Honors**

Grade Level 10-12

Prerequisite—2D Art 2

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

### **Advanced Placement Studio 2D and 3D**

Grade Level: 10 - 12

This course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The program consists of three portfolios – 2-D Design, 3-D Design and Drawing – corresponding to common college foundation courses. Instruction will address three major concerns that are constants in the teaching of art: (1) the student's ability to recognize quality in her/his work; (2) the student's concentration on a sustained investigation of a particular visual interest or problem; and (3) a range of approaches to the formal, technical and expressive means of the artist.

### **Advanced Placement Drawing**

Grade Level: 10 - 12

This course is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course. *Note: Students are required to complete an Advanced Placement Portfolio*

## **Course Listings**

### **Health and Physical Educational**

#### **Driver's Education**

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

Grade Level 9-12

Prerequisite - None

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, and cultural diversity.

### **Team Sports I, II**

Grade Level 9-12

Prerequisite - None

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.

### **Basketball**

Grade Level 9-12

Prerequisite - None

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.

### **Volleyball Beginning, Intermediate, and Advanced**

Grade Level 9-12

Prerequisite None

Students will demonstrate awareness of: safety practices, rules and terminology, biomechanical and physiological principles related to exercise and training, potential benefits derived from participation in volleyball. In addition, students will demonstrate the use of skills and techniques and exhibit an improved level of skill.

### **Weight Training I, II, III**

Grade Level 9-12

Prerequisite - None

The content will 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.

### **Driver Education/Traffic Safety**

Grade Level 9-12

Prerequisite - None

The purpose of this classroom course is to introduce students to Florida driving laws/rules of the road and safe driving behavior. It will also provide an in-depth study of the contributing factors to vehicle crashes and their solutions

## **Course Listings**

### **World Languages**

#### **American Sign Language I**

Grade Level 9-12

Credit 1

The purpose of this course is to teach hearing students basic conversational skills in American Sign Language (ASL) and awareness of various aspects of deafness. The content should include, but not be limited to, conversational vocabulary and the grammatical features and principles of ASL. The audio logical, educational, social, cultural and historical aspects of deafness are also included. Essential Learning's are practiced and assessed throughout the course. *This course may be used for the foreign language university requirement.*

#### **American Sign Language II**

Grade Level 9-12

Credit 1

Prerequisite-previous course or mastery of student performance standards

The purpose of this course is to further develop the student's knowledge of American Sign Language. The content should include, but not be limited to, conversational skills in ASL, its syntax and principles, and the cultural aspect of the deaf community. This course will provide students with an accumulated receptive and expressive vocabulary of 1,500 signs. Essential Learning's are practiced and assessed throughout the course. *This course may be used for the foreign language university requirement.*

#### **French I**

Grade Level 9-12

Credit 1

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

#### **French II**

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

#### **French III Honors-QPT**

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to reinforce, master, and expand skills previously acquired by the student. Emphasis is placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing and through utilization of various contexts important to the everyday life of the French-speaking people. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

### **Spanish I**

Grade Level 9-12

Credit 1

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

### **Spanish II**

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are emphasized throughout the course.

### **Spanish III Honors**

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to reinforce, master, and expand skills previously acquired by the students. Emphasis is placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing and through utilization of various contexts important to the everyday life of the Spanish-speaking people. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

### **Spanish IV Honors-QPT**

Grade Level 9-12

Credit 1

Prerequisite-previous course or equivalent

The purpose of this course is to reinforce, master and expand skills previously learned by the student. The content includes more advanced language activities and idiomatic expressions with emphasis on refining interpretive listening and reading, interpersonal communication and presentational speaking and writing. Reading selections will vary. Skills previously acquired will be reinforced, mastered and expanded through conversation and composition. Cross-cultural understanding is fostered, and real-life applications of Essential Learning's are practiced and assessed throughout the course.

### **Advanced Placement Spanish-QPT**

Grade Level 9-12

Credit 1

It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.

The purpose of this course is to develop oral and written fluency in the language. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines. *Note: Students are required to take the Advanced Placement examination.*

### **Spanish for Spanish Speakers Honors (Levels III and IV)**

Grade Level 9-12

Credit 1

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.



# Course Listings

## Business and DCT

### Digital Informational Technology

Grade Level 9-12

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.

*Note: Meets Fine Art graduation requirement.*

### Digital Design I

Grade Level 10-12

Credit 1

Prerequisite Digital Information Technology

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. *Note: Meets Fine Art graduation requirement.*

### Digital Design II-QPT

Grade Level 10-12

Prerequisite Digital Design I

Credit 1

The content includes computer skills: digital publishing operations; layout, design, and measurement activities; and digital imaging.

*Note: Meets Fine Art graduation requirement.*

### Digital Design III-QPT

Grade Level 10-12

Prerequisite Digital Design II

Credit 1

The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities.

*Note: Meets Fine Art graduation requirement.*

### On the Job Training (OJT)

Grade Level 10-12

Credit 2

The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.

### Workplace Essentials/Workplace Technical Applications

Grade Level 11-12

Credit: 1

The purpose of this course is to provide students with those workplace skills essential for gainful employment. The content of this course includes the following: developing an employment plan, seeking and applying for employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, work ethics and behavior, demonstrating technological literacy, maintaining interpersonal relationships and demonstrating leadership and team work.

### Advanced Placement Computer Science Principles – QPT

Grades: 9-12

Credit: 1

AP Computer Science Principles introduces students to foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. *Note: Students are required to take the Advanced Placement examination*

## Course Listings

### Unmanned Aircraft Systems

#### Unmanned Aircraft Systems I, II, III

Grade Level 9-12

Credit 1

The purpose of this program is to prepare students for employment and advanced educational training in the emerging aviation industry of unmanned aircraft systems (UAS). Instruction is designed to prepare students for Federal Aviation Administration (FAA) ground school examinations for Private Pilot rating. Federal Aviation Regulation (FAR) Part 61 identifies minimum requirements for completing this examination, which is required to complete the FAR Part 107 examination to achieve a Remote Pilot License. This program prepares students for employment in the field of UAS both as a Pilot, Operations Technician, and a Line-of-Sight Observer.

## Course Listings

### Family and Consumer Science

#### Nutrition and Wellness

Grade level 9-12

Credit .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.

#### Principles of Food Preparation

Grade level 9-12

Prerequisite Nutrition and Wellness

Credit .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.

#### Culinary Arts I

Grade level 9 – 12

Credit: 1

Prerequisite: Nutrition & Wellness

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. This is a certification class.

## Course Listings

### Printing and Graphic Communications

#### Introduction to Printing Technology

#### Basic Offset Printing

#### Basic Finishing and Bindery Operations

#### Digital Production and Printing Operations

Grade Level 9-12

Length 1-4 years

Prerequisite: Must be taken in order

Credit 1-12

The purpose of this program is to prepare students for initial employment in the Printing and Graphics Communications Industry. The course content will include but is not limited to the following: Administrative support operations, pre-press/imaging operations, press operations and finishing operations. The course content should also include training in communication leadership, human relations' employability skills; and safe, efficient work practices. This program also prepares individuals to set up, operate and maintain preparation, printing, binding and finishing equipment used in the printing and Graphic Communications Industry. Graduates of this program will also be prepared for further specialized training and education in Graphic Arts Technology and other related technologies. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Printing and Graphic Communications Industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. *Note: These courses meet the Fine Arts High School Graduation Requirement.*

## Course Listings

### ESOL

#### Developmental Language Arts Through ESOL

Grade Level: 9 – 12

Credit: 1

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literacy and informational text encompassing the 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

## Course Listings

### ESE

#### Social and Personal Skills

Grade Level 9-12

Credit-Multiple

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal problem solving, and appropriate use of leisure time. *EBD students and those students on an FBA or RTI behavior plan should be enrolled in this class. Also, open to all other ESE students.*

#### Learning Strategies

Grade Level 9-12

Credit-Multiple

The content should include, but not be limited to: strategies for acquiring and, storing knowledge, oral and written expression, problem solving, linking new information with prior knowledge, and active participation in reading. Content shall also include self-regulated use of comprehension strategies, test taking skills, time management, organizational skills, social skills, planning skills and self-advocacy. Required elective for all ESE 9th graders and for any ESE student that has not passed the FCAT and/or obtained at least a 2.0 GPA.

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