

**2026 - 2027
CURRICULUM
GUIDE**

Seminole High School
Home of the Warhawks



8401 131st Street N.
Seminole, FL 33776
Phone:(727) 547-7536
Fax: 727-547-7503
<https://www.pcsb.org/seminole-hs>



PRINCIPAL
ALANA BROWN

8401 131st ST. N
SEMINOLE, FL 33776
PH. (727)-547-7536
FAX (727)-547-7503



Dear Warhawk Families and Students,

On behalf of the entire Seminole High School faculty and staff, I am excited to welcome you to the **2026–2027 course registration season!** This important annual process empowers students to shape their academic journey and high school experience, supported by our knowledgeable educators and staff as you explore and select courses for the upcoming school year.

Seminole High School offers a wide variety of courses across multiple disciplines designed to meet the diverse interests, goals, and needs of every student. Through our **seven Academies** and our innovative **3DE Program**, students gain meaningful, real-world learning experiences grounded in problem-based challenges developed alongside industry and community partners. Students engage in hands-on, collaborative work that builds critical thinking, communication, and leadership skills—preparing them for college, careers, and life beyond high school. In addition, our **AP Experience for the 21st Century Learner** and **AICE Program** opens rigorous pathways for students to engage in advanced coursework. No matter your grade level, our dedicated Warhawk team is here to guide and support you in choosing the courses that best align with your academic, social, and emotional success.

If you are a rising 9th grader, you are preparing to begin one of the most exciting and memorable chapters of your life. For our returning students and those new to SHS, you will continue shaping a personalized path that reflects your interests, strengths, and future aspirations. I encourage each of you to think about your postsecondary goals and use this guide to choose courses that will help bring those goals to life. Every selection you make contributes to your pathway toward high school graduation and future success.

As you review the information in this guide, please reach out to your **School Counselor** and **Assistant Principal** for support in planning your individualized progression toward graduation and beyond. Additional details about graduation requirements are included here, and you may also view Pinellas County Schools' official course descriptions at www.pcsb.org. If you have any further questions, feel free to contact me at **727-547-7536 ext. 2020**.

Thank you for your partnership, dedication, and commitment to excellence.
Go Warhawks!

Alana Brown, Ed.S.
Principal

TABLE OF CONTENTS

WARHAWK NATION.....	4
STANDARD DIPLOMA REQUIREMENTS.....	5
ACADEMIC REMINDER.....	9
THE AP EXPERIENCE AT SEMINOLE.....	10
COLLEGE ADMISSIONS.....	11
YOUR PATH TO AN A.A. DEGREE.....	13
FLORIDA BRIGHT FUTURES.....	15
SEMINOLE HIGH SCHOOL PROGRAMS.....	17
EXTRA-CURRICULAR ACTIVITIES.....	18
COURSES 2026 - 2027.....	19
ENGLISH / LANGUAGE ARTS.....	20
MATHEMATICS.....	22
SCIENCE.....	24
SOCIAL STUDIES.....	26
ELECTIVES AT A GLANCE.....	28
COLLEGE & CAREER READINESS.....	32
CENTER FOR EDUCATION & LEADERSHIP ACADEMY (CEL).....	33
S.E.A.....	34
SPORTS MEDIA ACADEMY.....	35
3DE 9 TH GRADE EXPERIENCE.....	36
PHYSICAL EDUCATION.....	37
ENGLISH LANGUAGE ARTS.....	39
SOCIAL SCIENCES.....	40
WORLD LANGUAGES.....	41
MUSIC EDUCATION.....	43
PERFORMING ARTS / 4A ACADEMY.....	44
VISUAL ARTS.....	48
BUSINESS TECHNOLOGY.....	50
E-COMMERCE.....	52

WARHAWK NATION

Administrative Team	
Alana Brown	Principal
Amanda Madej	Asst. Principal – A - E
Lisa Sinatra	Asst. Principal – F - L
Justin Bending	Asst. Principal – M - Z
Louis Neal	School Resource Officer
James Walker	School Resource Officer

Guidance Counselors		
Kristina Pate	9 th -12 th Grade	A - E
Sarah Wood	9 th -12 th Grade	F - L
Cheryl Plummer	9 th -12 th Grade	M - Z
Josselin Geer	Social Worker	
Paula Thomas	Psychologist	

Support Staff	
Barbara Farmer	Principal's Secretary
Leah Duff Giordano	Front Office - A - E
Dricilla Johnson	Student Services – F - L
Megan De La Rua	Guidance – M - Z
Rachel Huba	Records Clerk / Transportation / DMT
TeriAnn Riordan	SR. DMT
Susan Sims	Family & Community Liaison/College and Career



Academic Advisement

Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

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

(See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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

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

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

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

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

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

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

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

*Eligible courses are specified in the Florida Course Code Directory.

**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024
What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

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

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

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

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

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.]

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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

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

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

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]).

(See s. [1008.22](#), F.S.)

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

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

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

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

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

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

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

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

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or earned college credit.

Career and Technical Colleges and Centers

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

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

ACADEMIC REMINDERS

Students must take an ELA and a Math course each year of high school, even if they have already met graduation requirements.

Students requesting to graduate early must have an acceleration point. An acceleration point can be earned by passing a Dual Enrollment course with a C or higher, receiving a qualifying score of 3, 4, or 5 on an AP exam, receiving a qualifying score of an A, B, C, D, or E on an AICE exam, or receiving Industry Certification.

To be approved for an online course, students must request the course prior to the semester in which they intend to take it. Online courses will not be approved if the course is offered at the school.

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

Grading Scale:

The following point scale will apply to all high schools, as well as to middle school students enrolled in high school courses in grade 7 or 8 for credit toward graduation:

A = 4 grade points (90-100)	D = 1 grade point (60-69)
B = 3 grade points (80-89)	F = 0 grade points (0-59)
C = 2 grade points (70-79)	I = 0 grade points

Exam Requirements* School Board Policy 5420.03

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

Final Exam Requirement:

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

Exceptions:

- The student has been enrolled in a District public high school for less than the entire term. In such cases, the student is required to take all exams.
- The student has five (5) or more absences per semester in any class. If so, the student is required to take the final exam in that class. For purposes of this policy a student who is not present in class at least one half of the class period shall be counted absent. Preapproved absences for school sponsored activities, religious holidays, and college/post-secondary visitation shall

not be counted in calculating the five (5) or more absences specified above. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one (1) day per year for juniors.

- The final exam is a State-required End of Course (EOC) exam.
- The course is an AP, AICE, or Dual Enrollment course.

Early Exams

- No early exams shall be administered prior to the last twelve (12) school days of each semester.
- Students shall pay a reasonable fee per examination as established by the Superintendent.
- Early examinations shall not be given during regular school hours. Early examinations may be administered after school hours and on weekends.
- In courses where the teacher chooses to give an oral/participation examination the exam shall be administered by that teacher.
- Early Exams are only given to those students who will be moving out of the district during exam week or prior to.

Weighted Grade Point Average

Grades are assigned the following point values only when determining class ranking and for averages for summa cum laude, magna cum laude, cum laude status, Valedictorian, Salutatorian, and the National Honor Society:

Entry Prior to 2015-2016 School Year

	A	B	C	D	F
Honors (Q)	5	4	3	1	0
Regular	4	3	2	1	0

Entry 2015-2016 School Year or After

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

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

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

Summa cum laude	GPA greater than 4.0
Magna cum laude	GPA greater than 3.8 but less than or equal to 4.0
Cum laude	GPA greater than or equal to 3.5 but less than or equal to 3.8
With Distinction	GPA greater than or equal to 3.25 but less than 3.5

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

THE AP EXPERIENCE AT SEMINOLE

Seminole High School offers a unique opportunity for all students to experience the Advanced Placement (AP) coursework. This will be known as “The AP Experience at Seminole for the 21st Century Learner”. In the 9th grade year, students will begin their personalized journey through education progression tailored to meet the academic, social and emotional needs of the 21st century learner.

Listed below are possible course progressions based on subject area interests. These are flexible and interchangeable with all AP course offerings at Seminole High School.

- Social Studies – Qualifying scores will accomplish AP Capstone Diploma Designation
 - AP Comp Science Princ/ AP Hum Geo/ DIT-AP World (meets WH grad req) – AP US Hist (meets US Hist grad req) and AP Seminar – AP Econ/ Govt (meets Econ/Govt grad req) and AP Research
- Computer Science - Qualifying scores will accomplish AP Capstone Diploma Designation
 - AP Comp Science Princ/AP Hum Geo/ DIT – AP Computer Science A – AP Psych and AP Seminar – AP Research and AP Stats
- Science - Qualifying scores will accomplish AP Capstone Diploma Designation
 - AP Comp Science Princ/AP Hum Geo/ DIT – AP Environmental – AP Chem/ AP Psych / AP Bio and AP Seminar – AP Chem/AP Physics/ AP Bio and AP Research
- English - Qualifying scores will accomplish AP Capstone Diploma Designation
 - AP Comp Science Princ/AP Hum Geo/ DIT – AP Hum Geo / AP Comp Sci Princ – AP Lang and Seminar (meets Eng grad req) = AP Lit (meets Eng grad req) and Research
- Mathematics - Qualifying scores will accomplish AP Capstone Diploma Designation
 - AP Comp Science Princ/AP Hum Geo/ DIT – required math progression based on test scores and grade – AP Computer Sci A/AP Calc AB/ AP Stats and AP Seminar – AP Calc BC / Stats and AP Research
- Performing / Visual Arts - Qualifying scores will accomplish AP Capstone Diploma Designation
 - AP Comp Science Princ/AP Hum Geo/ DIT – AP 2-D OR 3-D Art / AP Mus Theory – AP 2-D or 3-D Art / AP Mus Theory/ AP Art Hist/ AP Drawing and AP Seminar – AP 2-D or 3-D Art/ AP Mus Theory/AP Art Hist/ AP Drawing and AP Research

ALL AP OFFERINGS:

ARTS

- AP 2-D Art & Design
- AP 3-D Art & Design
- AP Drawing

ENGLISH

- AP English Language and Composition**
- AP English Literature and Composition**

HISTORY AND SOCIAL STUDIES

- AP Human Geography
- AP Microeconomics**
- AP Psychology
- AP United States Government
- AP United States History
- AP World History: Modern
- AP European History

INTERDISCIPLINARY

- AP Capstone Diploma Program (must have a total of 6 qualifying AP scores including Seminar and Research)
- AP Research
- AP Seminar

MATH & COMPUTER SCIENCE

- AP Calculus AB
- AP Calculus BC
- AP Computer Science Principles
- AP Pre-Calculus
- AP Statistics

SCIENCE

- AP Biology**
- AP Chemistry
- AP Environmental Science
- AP Physics 1: Algebra-Based

WORLD LANGUAGE AND CULTURES

- AP French Language and Culture
- AP Spanish Language and Culture
- AP Spanish Literature and Culture

COLLEGE ADMISSIONS

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

COMPETITIVE ADMISSION PRACTICES

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

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

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

Students intending to apply to college, however, are strongly advised to take at least four units in each of the five core subject areas. A student who has less than the required 3.0 average must present a combination of grade point average and SAT or ACT scores as outlined in a scale as approved by the State Board of Regents. Please see your counselor for further details.

EARLY COLLEGE PROGRAM

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

EARLY ADMISSION

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

To be eligible for early admission to college students must:

- have completed three full years of high school with a minimum of 18 credits earned.
- have a cumulative grade point average of 3.0 on a 4.0 scale (3.8 for USF Honors College).
- have met the minimum level of performance for high school graduation on the FAST ELP PM3.
- earned a 0.5 high school credit in a physical activity course or 1.0 HOPE credit.
- have earned an acceptable score on the college placement test.
- have obtained the signature of the high school principal on the application for Early Admission to college; and
- meet the college application deadline.

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

TALENTED TWENTY

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

DUAL CREDIT

The St. Petersburg College Dual Credit Course list will be distributed in late Spring after School Board approval.

Dual credit courses provide standard diploma students with the opportunity to earn high school credit as well as college credit from St. Petersburg College (SPC). Course offerings at high schools will vary. College application fees and tuition are waived by the college and textbooks are paid for by the school district.

In order to be eligible to take dual credit classes students must:

1. be in 11th or 12th grade (other eligible secondary students must be academically advanced and in need of college level courses to meet specific high school graduation requirements);
2. have a cumulative unweighted grade point average of 3.0 on a 4.0 scale; and
3. have earned an acceptable score on the SPC placement test.

Students may only enroll in dual credit courses that are included in the Pinellas County Schools' Articulation Agreement with the college. SPC requires that students take the final exam in all courses.

With permission from the high school principal, students who meet the above eligibility requirements, may enroll in specified dual credit courses on the SPC campus as part of their regular high school schedule for up to half of the school day. Students must complete the application for Dual Campus form and obtain approval of the

high school principal or designee prior to enrolling in classes on the SPC campus.

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

TESTING

The following are key standardized tests that the guidance department administers:

FAST ELA - A Graduation Requirement

The FAST is the standardized test for the state of Florida, meant to challenge the mathematical and reading comprehension skills of freshmen and sophomores. This test is required for high school graduation. If either part of the FAST test is not passed, the student is assigned to remedial classes and must retake the test each year until he or she passes. A high enough score on the ACT, SAT, or CLT can be used for a concordant score on the FAST ELA. See your Guidance Counselor for details.

ASVAB - ARMED SERVICES VOCATIONAL APTITUDE BATTERY:

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

PSAT/NMSQT:

The PSAT is an opportunity for college bound juniors to experience the type of testing required by many colleges for admission. Juniors who achieve outstanding scores may be eligible for National Merit Scholarships. This test of mathematical and verbal reasoning is offered once a year in October. We recommend that Freshmen and Sophomores take this test to practice for the SAT. Sophomores can take the test with no fee.

A.P. TEST - ADVANCED PLACEMENT TEST

Students in these classes are tested each year (usually in May) to determine whether college credit is awarded.

Please consult your school counselor for more information on how to sign up for the following tests:

PERT - (Postsecondary Educational Readiness Test)

The purpose of the SPC placement test is designed to measure entry-level skills in writing, reading, and mathematics. State law mandates state-supported institutions test their students' entry-level skills.

ACT - AMERICAN COLLEGE TESTING:

The ACT is a college entrance exam offered six times a year. This four-part test includes timed sections on English, Social Studies, Science and Mathematics. Registration materials for the ACT are available in the guidance office and <https://www.act.org/content/act/en/products-and-services/the-act.html>

SAT - SCHOLASTIC APTITUDE TEST: The SAT

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

YOUR PATH TO AN A.A. DEGREE

YOUR PATH TO AN A.A DEGREE AT SEMINOLE 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

A.A General Requirements (36 Credits Total)		Subject Area	Course Options	Location
DUAL ENROLLMENT COURSE GRADES MUST BE C OR HIGHER FOR ALL GENERAL EDUCATION REQUIRED	Communications Requirements (9 Credits)	Writing / Composition I – Core (6000 words) 1 Course from this group	AP English Language or Literature (Exam Score 3+)	SHS
			ENC 1101 Composition I	SHS
		Literature / Composition II – (6000 words) 1 course from this group	AP English Language or Literature (Exam Score 4+)	SHS
	ENC 1102 Composition II		SHS	
	Speech (2000 words) 1 course from this group	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)	HUM 1020 Introduction to Humanities*	SPC
			Humanities B – Other (2000 Words) 1 course from this group	REL 2300 World Religions* HUM 2270 Humanities East-West Synthesis* AP Statistics (Exam Score 3+)
College Math (6 credits)	College Level Math 2 courses from the group	AP Calculus AB or BC (Exam Score 3+)	SHS	
		AP Calculus BC (Exam Score 4+)	SHS	
		MAC 1105 College Algebra	SHS	
		MAC 1114 Trigonometry	SHS	
		MGF 1106 Mathematics for Liberal Arts I	SHS	
		PHI 1600 Studies in Applied Ethics	SPC	
Ethics (3 Credits)	Ethics (2000 words)	Topic options include General, Business & Professional, Healthcare, Public Safety	SPC	
Social & Behavioral Science (6 credits)	American Government (2000 Words) 1 course from this group	AP U.S. Government (AP Exam score 3+)	SHS	
		POS 2041 American National Government	SPC	
	Social & Behavioral Science (2000 words) 1 course from the group	AP U.S. History (Exam score 4+)	SHS	
		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 Science (minimum 6 credits including a lab) Lab Requirement is met by any course ending with an L or C	Natural Science A – Core 1 course from this group (Note the science majors listed to assist in proper selection of science courses – without a major listed are for non-science majors)	AP Biology (Exam score 3+)	SHS	
		AP Biology (Exam score 4+)	SHS	
		AP Chemistry (Exam score 4+)	SHS	
		AP Physics 1 (Exam score 3+)	SHS	
		ESC 1000C Earth Science w/Lab	SPC	
		EVR 1001C Introduction to Environmental Science	SPC	
		PHY 2018 / 1048L Physics I w/ Lab	SPC	
	Natural Sciences B – Other 1 additional course from this group or A – Core (Note the science majors listed to assist in proper selection of science courses – without a major listed are for non-science majors)	AP Biology (Exam score 5)	SHS	
		AP Chemistry (Exam score 5)	SHS	
		BSC 2086 / 2086L Human Anatomy & Physiology II w/ Lab	SPC	
		CHM 2210 / 2210 L Organic Chemistry I w/ Lab	SPC	
		CHM 2211 / 2211 L 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 college level World Language course (does not include American Sign Language)

YOUR PATH TO AN A.A. DEGREE CONT.

YOUR PATH TO AN A.A DEGREE AT SEMINOLE 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

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 all college GPA of at least 2.0 to participate in dual enrollment. The Approved Course Matrix (link of the PCSB Adv. Students Webpage) includes pre-requisite courses and minimum test scores.
General Education A.A. Requirements	The list of courses on the reverse side of this document is not the complete list of options for the 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 Course Limitations	Pinellas County students taking dual enrollment classes are limited to a maximum of 6 college level classes per semester. This included 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 SEMINOLE HS THROUGH DUAL ENROLLMENT CLASSES OR AP EXAMS TO MEET ELECTIVE REQUIREMENTS FOR A.A. DEGREE

SLS 1301 Career & Life Planning	3 Credit dual enrollment courses
AP World Language Exam Score 3	Credit for one semester of intermediate language course
AP World Language Exams Score 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 Studio Art Drawing Exam Score 3+	Credit for ART 1300C
AP Studio Art 2-D Exam Score 3+	Credit for ART 1201C
AP Studio Art 3-D Exam Score 3+	Credit for ART 1203C


FLORIDA BRIGHT FUTURES


STEP INTO YOUR FUTURE

The **Florida Bright Futures Scholarship Program** rewards students for their academic achievements during high school by providing funding for them to pursue post-secondary educational and career goals in Florida.

The Florida Bright Futures Scholarship Program has helped more than 725,000 Florida students attend a postsecondary institution. Bright Futures awards include Florida Academic Scholars award (FAS), Florida Medallion Scholars award (FMS), Florida Gold Seal CAPE Scholars award (GSC) and the Florida Gold Seal Vocational Scholars award (GSV).


Step 1 Go to www.FloridaStudentFinancialAidsg.org/SAPBFMAIN/SAPBFMAIN to find out how to qualify for a Bright Futures Scholarship.


Step 2 Go to www.FloridaStudentFinancialAidsg.org and submit a completed, error-free Initial Student Florida Financial Aid Application (FFAA) during your last year of high school, by graduation.


Step 3 **Make the grade, earn the score... and graduate!** The Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement. The graduate must enroll in a degree program, certificate program or applied technology program at an eligible Florida public or private postsecondary education institution.


Step 4 **Know your responsibilities... apply, meet the requirements before graduation and throughout your college career.** (Requirements are subject to change with each Florida Legislative session.)

Office of Student Financial Assistance
Customer Service: 888-827-2004

website: www.FloridaStudentFinancialAidsg.org
Email: OSFA@fldoe.org

Florida Academic Scholarship (FAS)
Florida Medallion Scholarship (FMS)
Florida Gold Seal CAPE Scholarships (GSC)
Florida Gold Seal Vocational Scholarship (GSV)

Please see the [Florida Student Scholarship Grant Programs](#) website for specific information and [eligibility requirements](#)

SEE YOUR SCHOOL COUNSELOR FOR MORE INFORMATION

Earning Bright Futures with the AP Capstone Diploma



Why does it matter for Florida students?

Earning the **AP Capstone Diploma** is now recognized as one of the eligibility pathways for Florida's Bright Futures Scholarship, one of the state's most significant sources of financial support for students pursuing higher education, covering a substantial portion, or in some cases, nearly all, of college tuition and fees at Florida's public universities and colleges.

For students graduating in 2026 and beyond

may earn the FAS award by:



Completing 100 Hours

Students must earn the required volunteer service, paid work hours, or a combination of both, equal to 100 total hours



Receiving an AP Capstone Diploma, in which students must:

- Earn a score of 3 or higher on both AP Seminar and AP Research examinations, and
- Earn a score of 3 or higher on any four additional AP examinations of their choosing

Contact your school counselor, AP teacher, or Office of Advanced Studies for more information



SEMINOLE HIGH SCHOOL PROGRAMS

E-Commerce Program

Are you interested in technology? Have you always wondered what it would be like to own your own business? If so, the Academy of E-Commerce is looking for you. Our students have the opportunity to explore several different areas of technology and business. In addition, we offer college credit for courses, industry certifications and travel to some of the top tech companies in the world!

CEL

The Center for Education and Leadership (CEL) is a career academy with a focus on integrating Honesty, Accountability Work ethic and Knowledge through personalization and leadership development. Our goal is to prepare students with the skills necessary to be effective leaders in the workplace. We are a career academy focused on preparing students for higher education. We strive to change the educational experience for each student and customize their learning. We offer student learning experiences for ANY CAREER.

SUSTAINABLE ENGINEERING ACADEMY

The VISION of Seminole High School's Sustainable Engineering Academy (SEA) is to develop specialized and innovative skills through exploration, critical thinking, and problem solving. SEA is rooted in the interdisciplinary application and interaction of all STEAM fields and includes different areas of CTAE and the Arts: Architectural, Environmental, Electrical, and Civil Engineering Technologies.

SEA fosters meaningful relationships between students and the community through relevant academic and extracurricular activities. The program provides access to diverse educational offerings, internships and evaluations. SEA prepares students for engineering careers and for rigorous academic programs at the top engineering universities. Students participate in hands-on projects to design and create real-life prototypes. They also have opportunities to compete in events and robotics competitions at the state, national and world levels. Students learn to use engineering software and can earn certifications.

Participation in SEA will allow students to:

- Address specific design challenges.
- Use a variety of technologies to enhance their understanding of STEAM fields.
- Practice communication and leadership skills.
- Explore STEAM careers and their associated pathways.
- Provide avenues for students to use interdisciplinary skills to accomplish learning goals.

4A Academy, Visual and Performing Arts

The 4A Academy is Seminole High School's Visual and Performing Arts, representing all aspects of the fine arts: Vocal, Instrumental, Visual, and Theatrical. We are proud of each of our award-winning programs where students will have the opportunity to grow and perform at a high level and create relationships and memories that will last a lifetime!

Sports Media Academy

The Seminole Sports Career Institute prepares students for a career in Sports Media. Students will learn the foundation of Sports Media through: Photography; Videography; Journalism; Broadcasting; Web Graphics & Design. Students will graduate with a Professional Portfolio and skills to work in Sports Media.

RISE Academy

The RISE academy is designed for students who are interested in social services careers, such as guidance counselors, social workers, psychologists, and other service provider professions. In addition to rigorous coursework, students will have the opportunity to build the resiliency necessary in navigating obstacles in any environment. Working in tandem with faculty, university, and industry partners, the RISE Academy students will have access to AICE, AP (Advanced Placement,) and dual enrollment coursework, conduct field observations, as well as take part in professional internships and externships.

3DE 9th Grade Experience

3DE by *Junior Achievement* pushes students to discover solutions to real-world challenges while practicing skills that lead to success after high school. In 9th Grade, students work in teams to analyze programs, ask questions, research solution, and present recommendations within a supportive and competitive environment.

EXTRA-CURRICULAR ACTIVITIES

Research shows that students who are involved in extracurricular activities outside of academics take more ownership and pride in their school, make better choices, and are more well-rounded students. Seminole High strongly urges students to take part in some extracurricular activity. Please contact Assistant Principal, Alana Brown for additional information regarding the requirements for athletic participation or visit our [Seminole High School Athletics](#) website for additional information.

INTERSCHOLASTIC

Baseball
Basketball
Cheerleading
Flag Football
Football
Golf
Cross Country/Track
Swimming/Diving
Softball
Soccer
Tennis
Volleyball
Wrestling
Bowling

SERVICE & INTEREST CLUBS

Academic Team
Band
Chorus
Drama
5000 Role Model
FCA – Fellowship of Christian Athletes
French Club
Freshman Class
GSA – Gay-Straight Alliance
Interact Club
Junior Class
Key Club
Literary magazine
Mu Alpha Theta (Math Club)
Robotics

Multicultural Club
National Honor Society
Newspaper
SAVE Club
Senior class
Sophomore Class
Student Government
Technology Club
Yearbook



COURSES 2026-2027

CORE COURSES AVAILABLE FOR THE CURRENT SCHOOL YEAR

All course descriptions are listed within this curriculum guide

ENGLISH / LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
English Honors 1	Algebra 1 (BEST EOC)	Biology I Honors (EOC)	US Govt. Honors
English Honors 2	Geometry Honors (BEST EOC)	Chemistry 1 Honors	Economics Fin Lit Honors
AICE English General Paper	Algebra 2 Honors	Environmental Science	US History Hon (EOC)
English Honors 4	Math for College LibArts	AICE Marine Science	World History Honors
Composition I (1 st Sem) *	Math for College Algebra	Physical Science Honors	Economics
Composition II (2 nd Sem) *		Physical Science Honors	
		Anatomy & Physiology	

AP EXPERIENCE

For additional AP course information please visit your guidance counselor

AP ENGLISH	AP MATH & COMPUTER SCIENCES	AP Biology	AP HISTORY & SOCIAL STUDIES
AP English Language & Comp.	AP Computer Science Principles	AP Chemistry	AP U.S. History
AP English Literature & Comp.	AP Calculus AB	AP Environmental Science	AP World History: Modern
AP WORLD LANGUAGE & CULTURE	AP Calculus BC	AP Physics 1: Algebra-Based	AP Microeconomics
AP French Language and Culture	AP Statistics	AP CAPSTONE DIPLOMA PROGRAM	AP US Government
AP Spanish Language and Culture	AP Pre-Calculus	AP Capstone Seminar	AP Human Geography
AP Spanish Literature and Culture	AP ART	AP Capstone Research	AP European History
AP Spanish Literature and Culture	AP Studio Art: 3/D Design		
	AP Studio Art: 2/D Design		
	AP Drawing		

ENGLISH / LANGUAGE ARTS

English Honors I

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

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

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

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.

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.

Advanced Placement English: Language and Composition

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

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.

MATHEMATICS

Algebra 1

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 II Honors

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.

Geometry Honors

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.

return to page 1 go to Course Listing

Math for College Liberal Arts

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.

Math for College Algebra

Credit 1

In Mathematics for College Algebra, instructional time will emphasize five areas:

- (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions
- (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions
- (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts
- (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities
- (5) extending knowledge of functions to include inverse and composition.

Probability and Statistics with Applications

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 Pre-Calculus

Instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

Advanced Placement Calculus AB

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. return to page 1 go to Course Listing

Advanced Placement Calculus BC

Credit 1

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

AP Computer Science Principles

Credit 1

Students learn to design and implement computer programs to solve problems relevant to today's society

AP Statistics

Credit 1

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

SCIENCE

Biology I Honors

Credit 1

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

Chemistry I Honors

Credit 1

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

Environmental Science

Credit 1

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

AICE Marine Science

Credit 1

The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course. Science is a practical subject and research suggests that success in future scientific study, or a scientific career, requires good practical skills.

Cambridge International AS and A Level Marine Science can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture

Physical Science

Credit 1

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

Anatomy and Physiology

Credit 1

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

Advanced Placement Biology

Credit 1

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

Advanced Placement Chemistry

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

Credit 1

The purpose of this course is to provide a college level course in environmental science, and to prepare the students to seek credit and/or appropriate placement in college environmental science courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Earth/Space Science Honors to insure sufficient time for the required laboratory experiences. Note: Students are required to take the Advanced Placement examination.

Advanced Placement Physics 1: Algebra-Based

Credit 1

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.

SOCIAL STUDIES

US Govt Honors

Credit 0.5

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the

Economics with Financial Literacy Honors

Credit 0.5

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.

United States History Honors

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.

World History Honors

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 United States History

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 World History

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 Microeconomics

Credit 0.5

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.

AP US Government & Politics

Credit 0.5

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

Advanced Placement Human Geography

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.

ELECTIVES AT A GLANCE

<u>Course Title</u>	<u>Credit</u>	<u>Preferred Previous Experiences</u>	<u>Leads to</u>
COLLEGE & CAREER READINESS			
AP Capstone Seminar	1		
AP Capstone Research	1	AP Capstone Seminar	AP Capstone Scholar designation, with 4 other AP qualifying scores
AVID 1	1		
AVID 2	1		
AVID 3	1		
AVID 4	1		AVID pinning and academic stole
The College Experience	0.5	UNW 2.5 GPA	Free college credit
Volunteerism and Public Service	0.5		Earns 75 community service hours
Personal & Financial Lit. Hon.	0.5		

CENTER FOR EDUCATION AND LEADERSHIP ACADEMY (CEL)			
Intro Teach Prof	1	None	
Human Growth/Development	1	Intro Teach Prof	
Found/Curr & Instruction	1	Human Growth/Development	
Prin Teaching Inter	1	Found/Curr & Instruction	

RESILIENCY IN STUDENT EXPERIENCES			
AP Human Geography	1	None	
Human Growth/Development	1		
Sociology/Peer Counseling	1		
PERS, CAR, SCHL DEV	1		

S.E.A			
Applied Engineering Tech 1	1		
Applied Engineering Tech 2	1		
Applied Engineering Tech 3	1		3 college credits at SPC
Adv Appl in Tech/Eng 4	1		

SPORTS ACADEMY			
Digital Media Production Systems	1		
Digital Media Delivery Systems	1		
Adv. Digital Media Systems	1		

<u>Course Title</u>	<u>Cr.</u>	<u>Preferred Previous Experiences</u>	<u>Leads to</u>
PHYSICAL EDUCATION * one course per semester			
Basketball	0.5		
Soccer	0.5		
Team Sports	0.5		
Volleyball	0.5		
Weight Training	0.5		
Drivers Education	0.5		Driver's License
HOPE	1	Graduation requirement	

ENGLISH LANGUAGE ARTS			
Creative Writing I (Sem. 1)	0.5		
Creative Writing II (Sem. 2)	0.5		
Journalism 1 - 4	1		
Social Media	0.5		Social Media Strategist PROSO031 Certified Internet Web (CIW)

SOCIAL SCIENCES			
AP Psychology	1		College credit with qualifying AP exam score
AP Human Geography	1		College credit with qualifying AP exam score
AP Art History	1		College credit with qualifying AP exam score
Sociology	0.5		
Florida History	0.5		
Law Studies	0.5		
Holocaust	0.5		
World Religion	0.5		
African American Studies	0.5		

WORLD LANGUAGES AND CULTURE			
AP French Language and Culture	1	French III	College credit with qualifying AP exam score
AP Spanish Language	1	Spanish III	College credit w/ qualifying AP exam score; 4 or 5 leading towards Minor in Spanish
AP Spanish Literature	1	Spanish III	College credit w/ qualifying AP exam score; 4 or 5 leading towards Minor in Spanish
French I	1		
French II	1	French I	
French III	1	French II	
Spanish I	1		
Spanish II	1	Spanish I	
Spanish III	1	Spanish II	

<u>Course Title</u>	<u>Cr.</u>	<u>Preferred Previous Experiences</u>	<u>Leads to</u>
MUSIC EDUCATION			
Guitar 1 - 2	1		
Keyboard (Piano)	1		

PERFORMING ARTS/ 4A ACADEMY			
Theatre 1 - 4 Honors	1		
Musical Theatre 1-3	1		
Band 1 - 4 (Symphonic)	1		
Band 1 - 4 (Marching)	1		
Chorus 1 - 4	1		
Eurhythmics 1 - 4 (Color/Winter Guard)	1		
Instrumental Tech 1-4 (Percussion)	1		
Jazz Ensemble 1 - 4	1		
Orchestra 1-5	1		

VISUAL ARTS			
AP Studio Art: 2/D Design	1		College credit with qualifying AP exam score
AP Studio Art: 3/D Design	1		College credit with qualifying AP exam score
2-D Studio Art 1 Hon	1		
2-D Studio Art 2 Hon	1		
Creative Photography I	1		
Creative Photography II	1		
3-D Studio Art 1 Hon	1		
3-D Studio Art 2 Hon	1		

BUSINESS TECHNOLOGY			
AP Computer Science Principles	1		College credit with qualifying AP exam score
Business & Entrepreneurial Principles	1	Digital Information Technology	
Digital Design 1	1	Dig. Info Tech/Intro to Info Tech/Comp. for College	
Digital Design 2	1	Digital Design 1	
Digital Design 3	1	Digital Design 2	
Workplace Essentials - TA 1	0.5		
Workplace Tech Application	0.5		
Diverse Career Technical Principles	1		
Diverse Career Technical Applications	1		
Diverse Career Technical-OJT	1	Must also take DCT Principles or Applications	

E-COMMERCE			
Intro to E-Commerce	1	Intro to Info Tech (2nd level for E-Commerce)	
E-Commerce Entrepreneurship	1	Intro to E-Commerce (3rd level for E-Commerce)	
E-Commerce Systems Analy & Design	1	E-Commerce Entrepreneurship	

COLLEGE & CAREER READINESS

AP Capstone Program

AP Capstone™ is a diploma program from the College Board. It's based on two yearlong AP courses: AP Seminar and AP Research.

Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

AVID 1-4

Credit 1

advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes 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. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Some students will have previous experience with AVID in the middle school grades, and some students will be experiencing AVID for the first time. Either way, the 9th grade AVID elective course will service as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

Volunteerism and Public Service

Credit 0.5

The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others.

The content should include, but not be limited to, the following:

- identification of school community-based needs
- organized response to identified needs
- the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available
- methods that require students to identify, organize, and use resources appropriately
- interpersonal relationships and improved personal growth
- the ability to acquire and use information -an understanding of social, organizational, and technological systems
- acquiring skills to work with a variety of tools and equipment.
- improve personal qualities and higher-order thinking skills.
- development and implementation of a personal plan for involvement in school or community service

CENTER FOR EDUCATION & LEADERSHIP ACADEMY (CEL)

The Center for Education and Leadership (CEL) is a career academy with a focus on integrating Honesty, Accountability Work ethic and Knowledge through personalization and leadership development. Our goal is to prepare students with the skills necessary to be effective leaders in the workplace. We are a career academy focused on preparing students for higher education. We strive to change the educational experience for each student and customize their learning. We offer student learning experiences for ANY CAREER.

Introduction to the Teaching Profession

Credit 1

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in a minimum of 20 hours of guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

Human Growth/Development

Credit 1

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in a minimum of 30 hours of planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

Foundations of Curriculum and Instruction

Credit 1

This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in a minimum of 50 hours of guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.'

Principles of Teaching Internship

Credit 1

The course is designed for students to apply their knowledge in real world education settings. Students must complete a minimum of 150 hours of internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will submit a completed portfolio by the end of the course for feedback.

Sustainable Engineering Academy

S.E.A

The VISION of Seminole High School's Sustainable Engineering Academy (SEA) is to develop specialized and innovative skills through exploration, critical thinking, and problem solving. SEA is rooted in the interdisciplinary application and interaction of all STEAM fields and includes different areas of CTAE and the Arts: Architectural, Environmental, Electrical, and Civil Engineering Technologies.

SEA fosters meaningful relationships between students and the community through relevant academic and extracurricular activities. The program provides access to diverse educational offerings, internships and evaluations. SEA prepares students for engineering careers and for rigorous academic programs at the top engineering universities. Students participate in hands-on projects to design and create real-life prototypes. They also have opportunities to compete in events and robotics competitions at the state, national and world levels. Students learn to use engineering software and can earn certifications.

Participation in SEA will allow students to:

- Address specific design challenges.
- Use a variety of technologies to enhance their understanding of STEAM fields.
- Practice communication and leadership skills.
- Explore STEAM careers and their associated pathways.
- Provide avenues for students to use interdisciplinary skills to accomplish learning goals.

Adv Application in Tech/Eng

Credit 1

This is a project-based capstone course to provide Engineering and Technology Education students with the opportunity to develop a project from "vision" to "reality". Students work in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project".

Applied Engineering Tech 1

Credit 1

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the associated mathematics, science, and technology knowledge and skills. The course also includes essential concepts of technology and design, as well as concerns about the social and political implications of technological change.

Applied Engineering Tech 2

Credit 1

This course provides students with opportunities to further their mastery of engineering-related math and science principles to design solutions to real world problems. The course also includes a more in-depth look into the relationship between technology and design.

Applied Engineering Tech 3

Credit 1

This course provides opportunities for students to apply their acquired knowledge and skills in engineering scenarios. The course features multiple options for providing context-based projects oriented to specific fields of engineering. This feature enables instruction in complex projects involving multi-faceted project teams by providing instruction oriented to four key engineering disciplines: mechanical, electrical, civil, and environmental. Students need only complete standards #30, #31, and #32 for one of the engineering disciplines, in addition to the other standards.

SPORTS MEDIA ACADEMY

Digital Media Production

Digital Media Delivery Systems

Adv. Digital Media Systems

The Seminole Sports Career Institute prepares students for a career in Sports Media. Students will learn the foundation of Sports Media through: Photography; Videography; Journalism; Broadcasting; Web Graphics & Design. Students will graduate with a Professional Portfolio and skills to work in Sports Media.

3DE 9TH GRADE EXPERIENCE

In 9th grade, 3DE students develop essential skills for work and career readiness while exploring business challenges, industries and various college and career pathways. Professionals from the business community provide guidance as students navigate the case challenges. By the end of the school year, students gain collaborative problem-solving skills and effective presentation skills.

The learning experience is part of 3DE's comprehensive instructional model, which connects high school learning to life beyond the classroom. The 3DE model combines six business cases, teacher-created interdisciplinary lessons, collaborative work time, business coaching, and opportunities to present solutions.

Marketing Essentials

Credit 1

Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

Digital Media Fundamentals

Credit 1

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

PHYSICAL EDUCATION

Basketball

Credit 0.5

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

Soccer

Credit 0.5

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in soccer for use in recreational pursuits and maintain and/or improve their personal fitness. This course expands and refines concepts and activities that were 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 soccer, and knowledge of the organization and administration of soccer games. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

Team Sports 1 (Mixture) Not one specific sport

Credit 0.5

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

Team Sports 2

Credit 0.5

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

Volleyball

Credit 0.5

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

Weight Training 1-3

Credit 0.5

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

HOPE (Health Opportunities through PE)

Credit 1

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity.

In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:

Mental/Social Health
Physical Activity
Components of Physical Fitness
Nutrition and Wellness Planning
Diseases and Disorders
Health Advocacy

Drivers Education

Credit 0.5

The purpose of this course is to introduce students to Florida's driving laws/rules of the road and safe driving behavior, and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the contributing factors to vehicle crashes and their solutions. The content should include, but not be limited to, the following:

- Meaning and responsibilities of a Driver License
- Laws that govern the operation of a motor vehicle
- Knowledge of Florida's Graduated Driver Licensing (GDL) laws
- Vehicle control and traffic procedures
- Knowledge of sharing the road with other types of vehicles and vulnerable road users
- Defensive driving strategies
- Physical and mental factors that affect driving ability
- Effects of alcohol and other drugs on driving performance

ENGLISH LANGUAGE ARTS

Journalism 1-4 (Newspaper or Yearbook)

Credit 1

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Social Media

Credit 0.5

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

SOCIAL SCIENCES

Advance Placement Art History

Credit 1

Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

Sociology

Credit 0.5

Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

African American Studies

Credit 0.5

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.

Florida History

Credit 0.5

Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.

Law Studies

Credit 0.5

The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Holocaust

Credit 0.5

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.

World Religion

Credit 0.5

Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

WORLD LANGUAGES

French I

Credit 1

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

French II

Credit 1

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

French III

Credit 1

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Advanced Placement French Language & Culture

Credit 1

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

Spanish I

Credit 1

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

Spanish II

Credit 1

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

Spanish III

Credit 1

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Advanced Placement Spanish Language & Culture

Credit 1

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

Advanced Placement Spanish Literature & Culture

Credit 1

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

MUSIC EDUCATION

Guitar 1 & 2

Credit 1

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Keyboard (Piano) 1 - 2

Credit 1

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

PERFORMING ARTS / 4A ACADEMY

The 4A Academy is Seminole High School's Visual and Performing Arts, representing all aspects of the fine arts: Vocal, Instrumental, Visual, and Theatrical. We are proud of each of our award-winning programs where students will have the opportunity to grow and perform at a high level and create relationships and memories that will last a lifetime!

Theatre 1 - 4 Honors

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 1

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.

Musical Theatre 2

Credit 1

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

Musical Theatre 3

Credit 1

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

Band 1 - 4 (Symphonic)

Credit 0.5

The purpose of this course is to provide students with in-depth instruction in musicianship and technical skills through the study of varied band literature. The content will include interpreting medium/difficult level band literature, refining tone production and performance techniques, demonstrating an understanding of musical form, and evaluating musical performance as a participant and as a listener.

Band 1 - 4 (Marching)

Credit 0.5

Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.

Band 5 - 6 Honors

Credit 1

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

Chorus 1 - 4 (Tenor/Bass Chorus)

Credit 1

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

Chorus 2-4 Warhawk Singers (Treble)

Credit 1

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

Chorus 2-4 Seminole Singers (Mixed)

Credit 1

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

Chorus 5-6

Credit 1

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

Eurythmics1 - 4 (Color/Winter Guard) *

Credit 1

Students with previous vocal or instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Tech 1 - 3 (Percussion)

Credit 1

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Tech 4 Honors (Percussion)

Credit 1

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Jazz Ensemble 1 - 3

Credit 1

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

Jazz Ensemble 4 Honors

Credit 1

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Orchestra 1 - 6

Credit 1

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.



VISUAL ARTS

2-D Studio Art 1

Credit 1

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

2-D Studio Art 2

Credit 1

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 artist's 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.

Creative Photography 1

Credit 1

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

Creative Photography 2

Credit 1

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

3-D Studio Art 1

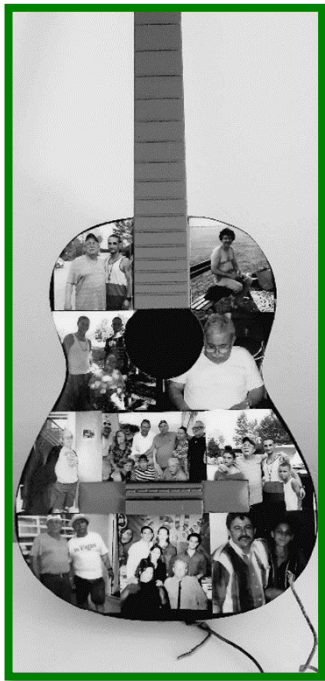
Credit 1

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper mâché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality 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.

3-D Studio Art 2

Credit 1

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 mâché, 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.



BUSINESS TECHNOLOGY

Business & Entrepreneurial Principles

Credit 1

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

Diversified Career Technology

Credit - Multiple Credits

Diversified Career Technology Principles

Diversified Career Technology - OJT

Diversified Career Technology Applications

Diversified Career Technology Management

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in Diversified Education; provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the selected occupational area.

Digital Design 1-3

Credit 1 Each

The purpose of this program is to prepare students for employment in the Digital Design industry as Information Technology Assistants, Production Assistants, Digital Assistant Designers, Graphic Designers, and Multimedia Designers.

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

The content includes, but is not limited to, enhanced practical experiences in computer-generated art and text, graphic design, graphic production, digital design skills, preparation of digital layouts and illustrations, scanning, and the development of specialized multimedia presentations.

Personal & Financial Lit. Hon.

Credit 0.5

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Content should include, but not be limited to:

- cost/Benefit analysis of economic decisions
- earning an income
- understanding state and federal taxes
- utilizing banking and financial services
- balancing a checkbook and managing a bank account
- savings, investment and planning for retirement
- understanding loans and borrowing money, including predatory lending and payday loans
- understanding interest, credit card debt and online commerce
- how to prevent identify fraud and theft
- rights and responsibilities of renting or buying a home
- understanding and planning for major financial purchases
- understanding the costs and benefits of insurance
- understanding the financial impact and consequence of gambling
- avoiding and filing bankruptcy
- reducing tax liability.

Workplace Essentials - TA 1

Credit 0.5

This course offers coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Diversified Education. This program offers a broad foundation of knowledge and skills to prepare students for employment in their chosen occupational field.

E-COMMERCE

Are you interested in technology? Have you always wondered what it would be like to own your own business? If so, the Academy of E-Commerce is looking for you. Our students have the opportunity to explore several different areas of technology and business. In addition, we offer college credit for courses, industry certifications and travel to some of the top tech companies in the world!

Intro to E-Commerce

Credit 1

This course is designed to provide an introduction to Electronic-Commerce (E-Commerce). This course covers topics such as history and evolution of e-commerce; e-commerce business models; impact of e-commerce in the world economy; security and tax issues in e-commerce; and e-commerce web site design, development and maintenance.

E-Commerce Entrepreneurship

Credit 1

This course is designed to provide the tools necessary to create an e-commerce site by developing, analyzing and implementing a business plan. This course covers topics such as business plan development and implementation, human resources, marketing, Internet advertisement, financial management, pricing and selling of product or service, payment methods, mobile commerce, and customer service.

E-Commerce Systems Analy & Design

Credit 1

This course is designed to provide a systematic overview of analysis and design factors, as well as trends and issues impacting the effectiveness, efficiency and profitability of e-commerce web sites.



Educate and prepare each student for
college, career and the workforce
by living each day with
Purpose, Respect and Grit.

