



CURRICULUM GUIDE

2026-2027

Where Eagles SOAR

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Principal's Message

Welcome to the 2026-2027 school year!

This curriculum guide is designed to help you plan your academic journey and give you a clear picture of the opportunities available at East Lake High School. As you review these courses, I encourage you to make thoughtful decisions based on your career interests, special programs, course sequences, graduation requirements, and post-secondary goals:

Focus on Academics – Our curriculum is built on rigor, relevance, and opportunity. We offer courses for all learners, including a wide range of accelerated options such as Advanced Placement (AP), AICE, Dual Enrollment, and Industry Certifications.

Challenge Yourself – You are capable of succeeding in college-level coursework. Success begins with curiosity, commitment, and the willingness to put in the effort.

Get Involved – High school is more than the classes you take, it's the connections you make. Join a club, try a new activity, or step into a leadership role. Whether it's athletics, the arts, or one of our many student organizations, getting involved helps you discover new interests, build lasting friendships, and strengthen your sense of belonging on campus.

Prepare for the FAST, EOCs, SAT, ACT, CLT, and Beyond – These assessments play an important role in future opportunities. We remain committed to providing targeted supports that help you excel.

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

We look forward to partnering with you to ensure a meaningful, challenging, and rewarding academic experience.

Eric C. Smith, Ph.D.
Principal, East Lake High School

Administration

Eric C. Smith, Ph.D.	Principal
Russel Denton	Assistant Principal – Grades 9-12, Alpha A-D
Megan Hatfield, Ed.D.	Assistant Principal – Grades 9-12, Alpha E-K
Dwight Latimore	Assistant Principal – Grades 9-12, Alpha L-Q
Shawn Anderson	Assistant Principal – Grades 9-12, Alpha R-Z

Counselors

Trinity Morgan	Grades 9-12, Alpha A-D
Kayleigh Bordenkircher	Grades 9-12, Alpha E-K
Leah Liguori	Grades 9-12, Alpha L-Q
Jennifer Fernandez	Grades 9-12, Alpha R-Z

Pinellas County School Board

Caprice Edmond, Chairperson
Dawn Peters, Vice Chairperson
Katie Blaxberg
Lisa N. Cane
Laura Hine
Eileen M. Long
Stephanie Meyer

Area I Superintendent

Christen Gonzalez, Ed.D.

Superintendent

Kevin K. Hendrick

East Lake Program Highlights

East Lake High School is a proud community of scholars, athletes, artists, and leaders. Known for our tradition of excellence, we are committed to preparing every student for life beyond graduation through rigorous academics, meaningful experiences, and a strong sense of belonging. What sets East Lake apart is our dedication to developing well-rounded students who are challenged, supported, and inspired every day.

At East Lake, students have access to some of the strongest academic programs in the region, including Advanced Placement, AICE, and Dual Enrollment pathways designed to push thinking, spark curiosity, and open doors to collegiate and career opportunities. Our teachers work collaboratively to ensure students experience instruction that is engaging, relevant, and aligned to future goals.

We also believe learning extends far beyond the classroom. East Lake is home to nationally recognized athletic teams, award-winning arts programs, and a wide range of student organizations that encourage teamwork, creativity, service, and leadership. Whether you're stepping onto the stage, into the lab, onto the field, or into a club meeting, you'll find opportunities that help you discover who you are and who you aspire to become.

Our campus culture is anchored in responsibility, respect, and accountability. We expect our students to embrace high standards, demonstrate good character, and take ownership of their learning. Likewise, we value strong partnerships with families, recognizing that students thrive most when home and school come together.

Most importantly, East Lake High School is a place where every student matters. We are committed to ensuring that all Eagles have access to the support, guidance, and encouragement they need to succeed—academically, socially, and personally.

Together, we build a school community where **excellence isn't an expectation, it's our everyday commitment.**



Required Grade Point Average / Final Exam Requirements

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

Weighted Grade Point Average:

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

	A	B	C	D	F
College Level (Q)	5.0	4.0	3.0	1.0	0.0
Honors (Q)	4.5	3.5	2.5	1.0	0.0
Regular	4.0	3.0	2.0	1.0	0.0

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

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

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

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

enough quality point electives to qualify for Valedictorian or Salutatorian status.

Exam Requirements* School Board Policy 5420.03:

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

Final Exam Requirement:

With the following enumerated exceptions, students who have a course grade of "A, B, or C" in the 1st quarter and a provisional course grade of "A, B, or C" in the 2nd quarter are not required to take the final in that course. The provisional 2nd quarter grade will be based on the grades earned for the first seven weeks of the 2nd quarter. The student must maintain the "A, B, or C" grade through the remainder of the 2nd quarter.

Exceptions:

1. The student is enrolled in the same course during two (2) terms of the same school year. In such cases, the student is required to take at least one (1) final exam in that course.
2. The student has been enrolled in a district public high school for less than the entire term. In such cases, the student is required to take all exams.
3. The student has five (5) or more absences per semester in a class. If so, the student is required to take the final exam for 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 6 days total in high school.
4. The final exam is a state-required End of Course (EOC) exam.

Early Exams:

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

College Admissions

State University System

<https://www.flbog.edu/universities>

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

<https://www.fldoe.org/schools/higher-ed/fl-college-system>

The *Florida College System* serves 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

<https://www.fldoe.org/academics/career-adult-edu/dist-ps-instit.stml>

Florida also offers students 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.

TALENTED TWENTY

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

EARLY COLLEGE PROGRAM

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

EARLY ADMISSIONS

A high school student may enter St. Petersburg College 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,
- have a cumulative grade point average of 3.0 on a 4.0 scale,
- have met the minimum level of performance for high school graduation statewide required assessments,
- have earned an acceptable score on the college placement test, and
- meet the college application deadline.

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

Florida Bright Futures Scholarship Program

Florida Bright Futures Scholarship Program Florida Academic Scholars (FAS) / Florida Medallion Scholars (FMS) 2025-26

Initial Eligibility Requirements: (As determined by the Florida Department of Education)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate from a Florida high school with a standard high school diploma or its equivalent.
3. Complete the 16 college-preparatory courses required for admission to a state university.
4. Achieve the required weighted GPA in the 16 college-preparatory courses per the chart below.
5. Achieve the required composite ACT[®] score, Overall Score on the Classic Learning Test (CLT[®]), or combined SAT[®] score. Tests must be taken no later than August 31 of the student's graduation year (or through January 31 for mid-year graduates), per the chart below.
6. Complete the required number of volunteer service hours, paid work hours, or 100 total combined hours per the chart below.

Type	16 High School College-Preparatory Course Credits ¹	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT [®] /CLT [®] /SAT [®]) ²	Volunteer Service Hours ²	Paid Work Hours ²
FAS	4 - English (three must include substantial writing)	3.50	2025-26 Graduates: 29/95/1330	100 hours	100 hours
	4 - Mathematics (at or above the Algebra I level)		2026-27 Graduates: 29/95/1330		
FMS	3 - Natural Science (two must have substantial laboratory)	3.00	2025-26 Graduates: 24/82/1190	75 hours	100 hours
	3 - Social Science		2026-27 Graduates: 24/82/1190		
	2 - World Language (sequential, in same language)				

¹ The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002. Additional information regarding high school coursework can be found within the [Florida Counseling for Future Education Handbook](#).

² Students must earn the required volunteer service hours, 100 paid work hours, or a combination that totals a minimum of 100 hours.

Requirements to Receive an Award: (As determined by the postsecondary institution)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

Renewal Requirements: (As determined by grade and hours submitted by the postsecondary institution)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. The renewal cumulative GPA requirements are outlined in the table below.

	Florida Academic Scholars (FAS)	Florida Medallion Scholars (FMS)
Minimum Cumulative GPA (unrounded and unweighted)	3.0	2.75

For detailed information, including other ways to qualify, please refer to the [Bright Futures Student Handbook](#).

Eligibility requirements are subject to change with each legislative session.

Students are responsible for tracking their application and award status online and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

Florida Gold Seal Vocational Scholars (GSV)

Initial Eligibility Requirements: (As determined by the Florida Department of Education.)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate with a standard Florida high school diploma or its equivalent.
3. Achieve the required weighted 3.0 GPA in the non-elective high school courses.
4. Complete at least 3 full credits in a single Career and Technical Education program.
5. Achieve the required minimum 3.5 unweighted GPA in the single Career and Technical Education program.
6. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours.
7. Achieve the required minimum scores on one of the college entrance exams per the chart below no later than August 31 of the year the student graduates from high school.

Exam Type	Sub-test	Required Score
ACT®	Reading	19
	English	17
	Mathematics	19
SAT®	Reading Test	24
	Writing and Language Test	25
	Math Test	24
Postsecondary Education Readiness Test (PERT)	Reading	106
	Writing	103
	Mathematics	114

Required test scores follow those established by Rule [6A-10.0315](#), Florida Administrative Code.

Requirements to Receive an Award: (As determined by your postsecondary institution.)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

Scholarship Restrictions:

The GSV award may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program and not towards the completion of an associate in arts or a baccalaureate degree.

Renewal Requirements: (As determined by grade and hours submitted by your postsecondary institution.)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. Students must maintain a minimum cumulative 2.75 GPA (unrounded and unweighted).

For detailed information, please refer to the [Bright Futures Student Handbook](#).

Eligibility requirements are subject to change with each legislative session.

Students are responsible for tracking their application and award status online and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

Florida Gold Seal CAPE Scholars (GSC)

Initial Eligibility Requirements: (As determined by the Florida Department of Education.)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate with a standard high school diploma or its equivalent.
3. Earn a minimum of 5 postsecondary credit hours through CAPE industry certifications that articulate for college credit.
4. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours.

Eligible CAPE Certifications: Active Articulation Agreements Summary

www.fldoe.org/core/fileparse.php/7525/urlt/active-articulation-summary.xlsx

Requirements to Receive an Award: (As determined by your postsecondary institution.)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

Scholarship Restrictions:

Until a student has earned an eligible associate degree, Gold Seal CAPE (GSC) scholarships may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program.

Upon completion of an eligible associate degree program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward an eligible baccalaureate degree.

Renewal Requirements: (As determined by grade and hours submitted by your postsecondary institution.)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. Students must maintain a minimum cumulative 2.75 GPA (unrounded and unweighted). For

detailed information, please refer to the [Bright Futures Student Handbook](#).

Eligibility requirements are subject to change with each legislative session.

Students are responsible for tracking their application and award status online and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

You can also earn a Bright Futures scholarship through the AP Capstone Diploma:

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



Office of Advanced Studies



727-588-6595



grazianoh@pcsb.org
jerryt@pcsb.org

Testing

The following are key standardized tests administered throughout the school year:

Florida Assessment for Student Thinking (FAST):

This assessment is centered around progress monitoring. Students in 9th and 10th Grade take three cycles of the FAST ELA assessment to monitor their progress and measure growth from the beginning to the end of the year. The FAST Grade 10 ELA Assessment is the required assessment for graduation purposes for students who entered 9th Grade in 2021–22 and after. Students must earn a passing Grade 10 FAST ELA Reading score in the third progress monitoring window (PM3) to meet this graduation requirement

End-of-Course Assessments (EOCs):

Students entering 9th Grade in specified school years must take the following statewide, standardized EOCs:

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

Florida Civic Literacy Exam (FCLE):

This assessment measures students' civic literacy knowledge. In 2021, legislation was passed that requires all students enrolled in a U.S. Government course in high school to take this exam.

Cambridge Advanced International Certificate of Education (AICE) Exams:

The AICE program, developed by Cambridge University, provides a high-quality academic curriculum which prepares students for post-secondary education while offering students the opportunity to tailor their studies to their individual interests, skills and future goals. The AICE program offers courses and examinations during grades 10-12 leading to an international Diploma and potential college credits.

Advanced Placement (AP) Exams:

Advanced Placement (AP) courses are rigorous college level courses offered at high school through the College Board's Advanced Placement program. All Pinellas County high schools offer a range of AP courses. Every student in Pinellas County Schools that takes an AP course will also take the national AP Exam at no charge. Colleges and universities often award college credit for advanced course placement for AP exam scores of 3, 4, or 5 on a scale of 1 through 5. Each college has varying standards for scores as well as what type of credit they will award for a course.

Armed Services Vocational Aptitude Battery (ASVAB):

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.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT):

The PSAT is a valuable tool for students. Pinellas County Schools pays for all students in 9th-11th Grade to take the PSAT in order to evaluate the skills that each student has developed in critical reading, mathematics and writing based on nationally normed data. The PSAT is an effective way for students to start getting ready for the SAT and provides personalized feedback about their academic strengths and weaknesses, which leads to stronger preparation for life beyond high school and greater success in college and careers. 11th Grade PSAT results may qualify a student to be recognized as a National Merit Scholar, Hispanic Scholar, or Achievement Scholar. These three recognitions all award significant scholarships for eligible students who meet the criteria and complete the requirements. For more information, contact the PCS Advanced Studies office at (727) 588-6466.

American College Test (ACT):

The ACT is a college entrance exam. This four-part test includes timed sections on English, Reading, Mathematics, an optional Science and Writing section. Registration materials for the ACT are available online at www.actstudent.org.

Classic Learning Test (CLT):

The CLT is an online college entrance exam for 11th and 12th graders. Accepted at hundreds of colleges across the US, the CLT is an alternative to the SAT and ACT. Over \$100 million in scholarships are tied to CLT scores annually.

Scholastic Aptitude Test (SAT):

The SAT is a college entrance exam. 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 online on www.collegeboard.com.

Student Services

Trinity Morgan

School Counselor

Grade 9-12, Alpha A-D

Kayleigh Bordenkircher

School Counselor

Grades 9-12, Alpha E-K

Leah Liguori

School Counselor

Grades 9-12, Alpha L-Q

Jennifer Fernandez

School Counselor

Grades 9-12, Alpha R-Z

Natasha Gallaty

College & Career Center Coord.

Renee Hoopes

School Psychologist

Sharon Fahey

School Social Worker

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

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

School Counseling Department

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

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

Course Selection:

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

- Course selection begins during the second semester.
- Discuss course selections with your teachers and parents.
- Choose electives wisely when completing your course selection form.

Schedule Corrections:

Schedule corrections will be made for the following reasons:

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

NO corrections will be made for the following reasons:

- Change of mind about courses selected at registration.
- Personal opinion as to the difficulty of the course.
- Desire to have a class at a more "convenient" time.
- Preference for a teacher.
- Concern that course will negatively affect GPA.

Planning for Success

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

9th Grade

- ✓ Plan all your high school courses with your career goal in mind using Xello.
- ✓ Keep in mind that your grades from all high school credits affect your overall high school GPA.
- ✓ Participate in school or community extracurricular activities.
- ✓ Discuss a college or post-secondary savings plan with your parents.
- ✓ Take the PSAT and sign up for Khan Academy.

10th Grade

- ✓ Enroll in courses appropriate for your career goal.
- ✓ Start looking into general post-secondary opportunities, including prerequisite courses and GPA standards.
- ✓ Use Xello for college and career planning.
- ✓ Continue involvement in volunteer activities and pursue leadership roles in them.
- ✓ Participate in summer programs or a job/internship that has relevance to your career choice.
- ✓ Continue to develop an educational savings plan and discuss college costs with your family.
- ✓ Take the PSAT and sign up for Khan Academy (if not completed in 9th Grade).

11th Grade

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

12th Grade

ALL SENIORS SHOULD:

Review your credit check to make sure you have 17 credits before you start your senior year and, if not, meet with your counselor to review credit recovery options.

MILITARY

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

PTC (Pinellas Technical College)

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

TWO-YEAR STATE COLLEGE

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

FOUR-YEAR UNIVERSITY

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

College Days

A great way to help your student identify his/her school of choice is to visit the campus. Since college tours often occur during the school week, **juniors** and **seniors** can receive up to six excused absences throughout high school. These will not be counted against them for the exemption of exams once verification of the visit is received. Armed Forces and vocational school visitations will also fall under this provision.

Sports Eligibility Rules

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

1. Students may participate in athletics until they reach the age of 19 years and 9 months.
2. Students must carry a normal load of classes - 7 classes for each semester or 18 weeks.
3. Each student shall maintain no less than a 2.0 grade point average (GPA). For the ninth and tenth graders the GPA can be from the previous term/semester or an overall GPA. For juniors and seniors eligibility is determined by overall GPA. The student shall not play for more than 3 consecutive years from the time he/she enters the 10th Grade.
4. A sports physical exam (taken after the first week of June), proof of insurance and parental permission must be on file in the Athletics/Activities Office.

Interscholastic Sports

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

Seven Period Day

East Lake High School's schedule is a 7-period day. This consists of seven class periods of approximately 48 minutes each. Under a 7-period day schedule, students may earn three and a half (3.5) credits in each semester (0.5 for each class) for a total of seven (7.0) credits per year – assuming a student passes everything.

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

Half-credit courses are one semester (August until January or January until May and earn one-half [0.5] credit).

Grading on a Seven Period Day Schedule

Students will earn credits each semester. They receive ½ credit for each class per semester for each passing grade. Grades are posted each grading period (9 weeks) and a report card distributed to every student.

Exams and Exemptions

Students who have a course grade of "A, B, or C" in the 1st quarter and a provisional course grade of "A, B, or C" in the 2nd quarter are not required to take the final in that course. The student must maintain the "A, B, or C" grade through the remainder of the 2nd quarter.

Calculating Final Grades

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

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

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

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

Honors Quality Points

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

Honors Courses

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

Sample Student Schedule

Student

Total credits – 7.0

First Semester	Second Semester
English II H	English II H
Biology H	Biology H
3-D Art I	3-D Art I
Spanish II	Spanish II
Geometry H	Geometry H
Team Sports I	Weight Training I
World History H	World History H



Recommended Course Progressions

High School 2025-26 Course Progressions

PATHWAYS in ENGLISH	8th	9th	10th	11th	12th
ADVANCED SCHOLAR <i>(accelerating through MS & HS)</i>	ENG 1H	ENG 2H	AP LANG	AP LIT Dual Enrollment	AP Elective/Capstone Dual Enrollment
SCHOLAR <i>(accelerating in GR 8/9, FAST PM3 Level 3+ in GR 9)</i>	ENG 1H	ENG 2H	ENG 3H	AP LANG Dual Enrollment	AP LIT Dual Enrollment
MERIT <i>(on-grade level grades 8-10)</i>	M/J 8th ENG	ENG 1H	ENG 2H	ENG 3H	ENG 4H Dual Enrollment


PATHWAYS in MATHEMATICS	8th	9th	10th	11th	12th
ADVANCED SCHOLAR <i>(Algebra credit earned in 7th Grade)</i>	GEO H	ALG 2H	Math for College Algebra AP Statistics AP Precalculus AP Calculus AB/BC		
SCHOLAR	ALG 1H	GEO H	ALG 2 ALG 2H	Math For College Liberal Arts Math for Data and Financial Literacy Probability and Statistics Honors Math for College Algebra AP Statistics AP Precalculus/AB	
MERIT	Pre-ALG	ALG 1A or ALG 1	ALG 1 or GEO H	GEO H ALG 2 Math for College Liberal Arts Math for Data and Financial Literacy Probability and Statistics Honors	

PATHWAYS in SCIENCE	9th	10th	11th	12th
ADVANCED SCHOLAR	BIO 1H	Chemistry 1H	AICE Sciences AP Sciences Dual Enrollment	
SCHOLAR	BIO 1H	Chemistry 1 Chemistry 1H	Equally Rigorous Sciences AICE Sciences AP Sciences Dual Enrollment	
MERIT	Environmental	BIO 1H	Equally Rigorous Sciences CTE Courses that substitute for Equally Rigorous Sciences	

PATHWAYS in SOCIAL STUDIES	9th	10th	11th	12th
ADVANCED SCHOLAR (earned Pre-AP World in 8th grade)	American Political Systems (1 st Semester)/AP US Govt (2 nd Semester)	AP European History AP Human Geo	AP US History	AP Econ (Macro or Micro) & Pers Fin/Money Mgmt H
SCHOLAR (earned Pre-AP World in 8th grade)	American Political Systems (1 st Semester)/AP US Govt (2 nd Semester)	AP European History AP Human Geo	AP US History	Econ (H or AP) & Pers Fin/Money Mgmt H
SCHOLAR	Pers Fin/Money Mgmt H	World History (AP or H)	US History (AP or H)	Econ (AP or H) & US Govt H
MERIT	Pers Fin/Money Mgmt H	World History H	US History H	Econ H & US Govt H

English Language Arts

PATHWAYS in ENGLISH	8th	9th	10th	11th	12th
ADVANCED SCHOLAR (accelerating through MS & HS)	ENG 1H	ENG 2H	AP LANG	AP LIT/Capstone Dual Enrollment	AP Elective/Capstone Dual Enrollment
SCHOLAR (accelerating in GR 8/9, FAST PM3 Level 3+ in GR 9)	ENG 1H	ENG 2H	ENG 3H	AP LANG Dual Enrollment	AP LIT Dual Enrollment
MERIT (on-grade level grades 8-10)	M/J 8th ENG	ENG 1H	ENG 2H	ENG 3H	ENG 4H Dual Enrollment

Explanation of Symbols	
Symbol	Explanation
*	Course meets English graduation requirement.
**	Practical Arts Courses meet the Arts High School Graduation Requirement for students who entered their first year of high school in the 2007-2008 school year and subsequent years due to the statutory changes in the revised high school graduation section of the statute.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point ELA courses.
	The computer symbol indicates this course is available in a Pinellas County School virtual learning environment. All Pinellas County School Virtual School (PVS) courses are aligned with the Florida's B.E.S.T. Standards and in the Board approved MS and HS Course Code Directories.

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

NOTE: The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted. Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

Q * English Honors 1

Course #	10013201
Grade Level	9
Length	1 Year
Prerequisite	M/J Language Arts 3A or M/J Language Arts 3
Credit	1.0, half quality point

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.

Q * English Honors 2

Course #	10013501
Grade Level	9-10
Length	1 Year
Prerequisite	English 1 Honors
Credit	1.0, half quality point

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.

Q * English 3 Honors

Course #	10013801
Grade Level	10-11
Length	1 Year
Prerequisite	English 2 Honors
Credit	1.0, half quality point

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.

Q * English Honors 4

Course #	10014101
Grade Level	12
Length	1 Year
Prerequisite	English 3 Honors
Credit	1.0, half quality point

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors and periods of British and world literature and on using the writing process to produce specified types of papers, including literary analysis, the argumentative essay, and the research paper. Advanced speaking and listening skills, vocabulary development, reference and study skills, and the history of the English language are included.

Q * Advanced Placement English: Language and Composition

Course #	10014201
Grade Level	11, 12 (in some cases, grade 10)
Length	1 Year
Prerequisite	English 2 Honors
Credit	1.0, full quality point

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 to gain understanding of the connections between writing and 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 either an average English grade of at least a C or enrollment in AVID. **Students are required to take the Advanced Placement examination.**

Q * Advanced Placement English: Literature and Composition

Course #	10014301
Grade Level	12 (in some cases, grade 11)
Length	1 Year
Prerequisite	English 3 Honors or AP English Language and Composition
Credit	1.0, full quality point

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements, such as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays.

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.**

Q * Composition 1 – Dual Enrollment

Course #	ENC1101
Grade Level	11-12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	1.0, full quality point

Composition I ENC 1101 is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay including practice in information retrieval from electronic and other sources, and in the selection restriction, organization, and development of topics. It also offers the student opportunities to improve abilities with sentence structure, diction, and mechanics. Selected writing samples are examined as models of form and as sources of ideas for the student's own writing. Meets the graduation requirement for either English III or English IV. Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be permitted to take the course on the SPC campus unless the on-campus course is full.

Q * Composition 2 – Dual Enrollment

Course #	ENC1102
Grade Level	11-12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA, ENC 1101
Credit	1.0, full quality point

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. Meets the graduation requirement for English IV. Dual Enrollment courses offered on high school campuses must be taken on that campus. Students will not be permitted to take the course on the SPC campus unless the on-campus course is full.

English Language Arts Elective Courses

**** Foundations of Journalism**

Course #	8203000
Grade Level	9-10
Length	1 Year
Prerequisite	None
Credit	1.0

This course is designed to develop basic entry-level skills required for careers in the writing and editing industry. The purpose of this course is to provide instruction in the basic aspects of journalism and provide workshop experience in journalistic production. Topics include media literacy, the history and ethics of journalism, and interviewing techniques.

**** Media Production (Newspaper or Yearbook)**

Course #	8771110
Grade Level	10-11
Length	1 Year
Prerequisite	Foundations of Journalism
Credit	1.0

This course is designed to develop basic entry-level skills required for careers in the communications industry.

**** Photojournalism (Newspaper or Yearbook)**

Course #	8203001
Grade Level	11-12
Length	1 Year
Prerequisite	Media Production
Credit	1.0

This course is designed to introduce students to basic photojournalism techniques, including camera operation, lighting, composition, photo manipulation, and storytelling for print and online publications. Through this course, the students will become familiar with Digital Single Lens Reflex (DSLR) and as well as cameras on mobile devices and learn how to create authentic journalistic documents. An emphasis will be placed on using the camera as a reporting tool and will cover industry expectations for professional photojournalists.

Q Journalism 5 (Newspaper or Yearbook)

Course #	1006331
Grade Level	12
Length	1 Year
Prerequisite	Photojournalism (Newspaper or Yearbook)
Credit	1.0, half quality point

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

Intensive Reading 1-4

Course #	Grade 9: 1000412 Grade 10: 1000414 Grade 11: 1000416 Grade 12: 1000418
Grade Level	9-12
Length	Grades 9-10: 1 year; Grades 11-12: 1 semester
Prerequisite	None
Credit	Grades 9-10: 1.0 credit; Grades 11-12: 0.5 credit

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data based on student state assessment scores in ELA. Students that do not have a proficiency level of 3 or higher on the prior year's state ELA assessment will be placed in the appropriate intensive reading course.

Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Q Introduction to Humanities – Dual Enrollment

Course #	HUM 1020
Grade Level	11-12
Length	1 Semester (1 st semester)
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	1.0, half quality point

In this course, students will learn about the creative ideas and accomplishments of various cultures in various fields of humanities that may include art, architecture, drama, history, music, literature, philosophy, and religion. The course will include cultural expressions from the western canon and may also include expressions from around the globe. State Core Course Description (State Rule 6A-14.0303). Students will describe, analyze, and interpret primary source examples from the visual, performing, literary, and film arts, and students will learn how artwork & meaning is influenced by its broader context. Topics will include examples from authors, artists, and other creators from a variety of cultures. This course satisfies SPC Humanities General Education Core and Enhanced World View requirements.

Q Western Humanities Ancient to Renaissance – Dual Enrollment

Course #	HUM 2210
Grade Level	11-12
Length	1 Semester (2 nd semester)
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	1.0, half quality point

This course examines Western cultural and aesthetic perspectives from the Ancient to Renaissance periods with an emphasis on the visual, literary, philosophical, and performing arts. This course partially satisfies the writing requirements outlined in the General Education Requirements. (Note: Study Abroad opportunities may apply to this course (<https://blog.spcollege.edu/international/study-abroad/>)).


Q Introduction to Motion Picture – Dual Enrollment

Course #	ENG 2100
Grade Level	11-12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	1.0, full quality point

This course is a general survey of motion pictures emphasizing the synthesis of the dramatic, narrative, artistic, and technical components of the medium. (Note: This course has a substantial writing requirement.)

Mathematics

PATHWAYS in MATHEMATICS	8th	9th	10th	11th	12th
ADVANCED SCHOLAR <i>(Algebra credit earned in 7th Grade)</i>	GEO H	ALG 2H	Math for College Algebra AP Statistics AP Precalculus AP Calculus AB/BC		
SCHOLAR	ALG 1H	GEO H	ALG 2 ALG 2H	Math For College Liberal Arts Math for Data and Financial Literacy Probability and Statistics Honors Math for College Algebra AP Statistics AP Precalculus/AB	
MERIT	Pre-ALG	ALG 1A or ALG 1	ALG 1 or GEO H	GEO H ALG 2 Math for College Liberal Arts Math for Data and Financial Literacy Probability and Statistics Honors	

Explanation of Symbols	
Symbol	Explanation
*	Course meets Mathematics graduation requirement.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point math courses.
	The computer symbol indicates this course is available in a Pinellas County School virtual learning environment. All Pinellas County School Virtual School (PVS) courses are aligned with Florida's B.E.S.T. Standards and in the Board approved MS and HS Course Code Directories.

Students will be placed in their math classes according to state assessment results and grades through Algebra II. Algebra 1 and Geometry are required courses for graduation.

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

NOTE: The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted. Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

*** Algebra 1A**

Course # 12003701
Grade Level 9
Length 1 Year
Prerequisite None
Credit 1.0

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

* Algebra 1 Honors (EOC Course)

Course #	12003101
Grade Level	9-10
Length	1 Year
Prerequisite	None
Credit	1.0, half quality point

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.

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

Q * Geometry Honors (EOC Course)

Course #	12063201
Grade Level	9-12
Length	1 Year
Prerequisite	Algebra 1H
Credit	1.0, half quality point

The purpose of this course is to develop 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.

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

Q * Algebra 2 (or Honors)

Course #	12003401
Grade Level	9-12
Length	1 Year
Prerequisite	Algebra 1 Honors and Geometry
Credit	1.0, half quality point

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

Math Elective Courses

Math for College Liberal Arts

Course #	12073501
Grade Level	11-12
Length	1 Year
Prerequisite	Geometry or higher
Credit	1.0

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

Math for Data and Financial Literacy

Course #	12003841
Grade Level	11-12
Length	1 Year
Prerequisite	Geometry or higher
Credit	1.0

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

Q * Probability and Statistics with Applications Honors

Course #	12103001
Grade Level	11-12
Length	1 Year
Prerequisite	Algebra 2 or higher
Credit	1.0, half quality point

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.

Math for College Algebra

Course #	12007101
Grade Level	10-12
Length	1 Year
Prerequisite	Algebra 2 or higher
Credit	1.0

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.

Q * Advanced Placement Statistics

Course #	12103201
Grade Level	10-12
Length	1 Year
Prerequisite	Algebra 2
Credit	1.0, full quality point

The purpose of this course is to provide study in exploratory data, planning a study, anticipating patterns in advance, and statistical inference. Topics shall include, but not be limited it, graphical displays, summaries and comparisons of distributions of univariate data, bivariate data and categorical data, overview methods of data collection, planning and conducting surveys and experiments, anticipating patterns using probability simulation, and confirming models through statistical inference. Credit in this course precludes credit in Probability and Statistics with Applications.

Students are required to take the Advanced Placement examination.

Q * Advanced Placement Precalculus

Course #	12023051
Grade Level	10-12
Length	1 Year
Prerequisite	1 Full Credit of Algebra 2
Credit	1.0, full quality point

The AP Precalculus course content is organized into three units of study that include Polynomial & Rational Functions, Exponential & Logarithmic Functions, and Trigonometric & Polar Functions. Within these three units, students will study the same content that is covered in the Florida Precalculus Honors course as they develop and apply three mathematical practices: (1) Procedural and Symbolic Fluency, (2) Multiple Representations, and (3) Communication and Reasoning.

Students are required to take the Advanced Placement examination.

Q * Advanced Placement Calculus AB

Course #	12023101
Grade Level	11-12
Length	1 Year
Prerequisite	Precalculus
Credit	1.0, full quality point

The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content is specified by the Advanced Placement Program.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

NOTE: A student may earn credit in both AP Calculus AB and BC.

Q * Advanced Placement Calculus BC

Course # 12023201
Grade Level 11-12
Length 1 Year
Prerequisite Precalculus and AB
Credit 1.0, full quality point

The purpose of this course is to provide an extensive study of the general theory and techniques of calculus. The content is specified by the Advanced Placement Program.


Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

NOTE: A student may earn credit in both AP Calculus AB and BC.

Sciences

PATHWAYS in SCIENCE	9th	10th	11th	12th
ADVANCED SCHOLAR	BIO 1H	Chemistry 1H	AICE Sciences AP Sciences Dual Enrollment	
SCHOLAR	BIO 1H	Chemistry 1 Chemistry 1H	Equally Rigorous Sciences AICE Sciences AP Sciences Dual Enrollment	
MERIT	Environmental	BIO 1H	Equally Rigorous Sciences CTE Courses that substitute for Equally Rigorous Sciences	

Explanation of Symbols	
Symbol	Explanation
*	Course meets Science graduation requirement.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point science courses.
	The computer symbol indicates this course is available in a Pinellas County School virtual learning environment. All Pinellas County School Virtual School (PVS) courses are aligned with Florida's B.E.S.T. Standards and in the Board approved MS and HS Course Code Directories.

NOTE: The exam for the first semester of all AP courses is part of the course curriculum and cannot be exempted. Per district procedures, students enrolled in an AP course are required to take the Advanced Placement examination in the spring.

Q Environmental Science Honors

Course # 20013401
 Grade Level 9-12
 Length 1 Year
 Prerequisite None
 Credit 1.0, half quality point

This course focuses on ecosystems, biodiversity, populations, water resources, land resources, energy resources, waste management, hazards, and human health. The scientific process and laboratory skills are emphasized along with connections to other scientific disciplines. Students learn scientific writing skills and examine current biological issues.

Q * Biology 1 Honors (EOC Course)

Course # 20003201
 Grade Level 9-10
 Length 1 Year
 Prerequisite Advanced 8th grade science with recommended grade of C or higher.
 Credit 1.0, half quality point

The Biology course builds on the foundations of life science, scientific practices, and scientific thinking skills. In this course, students will explore the relationships between living things and their environments. Students will develop an understanding of biological concepts through scientific inquiry, investigations, interactive experiences, higher-order thinking, real-world applications, interpreting and collecting data, and virtual and hands-on experiences. The key ideas of the Biology course are molecular, cellular, heredity, evolution, classification, organisms, populations, and ecosystems. Students will enhance their mastery of biological concepts, which will enable them to make real-world connections and apply their understanding to everyday life.

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

Q Chemistry 1 (or Honors)

Course #	20033501
Grade Level	10-12
Length	1 Year
Prerequisite	Algebra 1 and Biology, advised to be concurrently enrolled in Algebra 2
Credit	1.0, half quality point

In this course, students will study the foundations of chemistry, building on the concepts and scientific thinking developed in prior courses. Students use scientific inquiry and higher-order problem solving as they explore the composition, properties, and changes of matter and their applications through interactive simulations, engineering solutions, and virtual and hands-on experiences. The scientific process is fully used and documented in lab investigations, giving students the skills they need to analyze data and make inferences about natural phenomena. In addition, technology, engineering, and mathematics (STEM) concepts are integrated throughout the course. Through phenomenon-based learning, students will be able to demonstrate a vast understanding of the importance of chemistry in the world, enabling them to apply these principles to their everyday lives and our global society.

Science Electives (Equally Rigorous Sciences)

Q Anatomy and Physiology Honors

Course #	20003601
Grade Level	10-12
Length	1 Year
Prerequisite	Biology
Credit	1.0, half quality point

This advanced course will cover biochemistry, tissues, and systems of skeletal, integumentary, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted.

Forensic Science 1

Course #	2002480
Grade Level	10-12
Length	1 Year
Prerequisite	None
Credit	1.0

This course examines the latest forensic techniques and innovations used to solve crimes. It also focuses on basic scientific principles and laboratory processes used in the field, such as DNA testing, presumptive tests, and material analysis. Investigative experiences for students include electrophoresis and evidence analysis techniques such as fingerprinting, blood typing, and fiber analysis. Students also study crime scene investigation (CSI) and evidence collection using mock crime scenes.

Q Genetics Honors

Course #	2000440
Grade Level	10-12
Length	1 Year
Prerequisite	C or higher in Biology
Credit	1.0, half quality point

This course discusses the principles of genetics with application to the study of biological function at the level of molecules, cells, and multicellular organisms, including humans. The topics include: structure and function of genes, chromosomes and genomes, biological variation resulting from recombination, mutation, and selection, population genetics, use of genetic methods to analyze protein function, gene regulation and inherited disease.

Q Marine Science 1 Honors

Course #	2002500
Grade Level	10-12
Length	1 Year
Prerequisite	Biology
Credit	1.0, half quality point

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. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Q AICE Marine Science – Cambridge: Advanced International Certification of Education

Course #	20025151
Grade Level	10-12
Length	1 Year
Prerequisite	Biology
Credit	1.0, full quality point

This course provides a coherent and stimulating introduction to the science of the marine environment. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. 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. Topics Include: Water, Earth Processes, Interactions in Marine ecosystems, Classification and biodiversity, and examples of marine ecosystems.

Students will sit for 2 papers on 2 separate days in the Spring. Students must sit for both papers to get credit for taking it. A student that does not sit for paper 1 cannot sit for paper 2.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q AP Biology

Course #	20003401
Grade Level	10-12
Length	1 Year
Prerequisite	Recommended Biology 1 and Chemistry 1
Credit	1.0, full quality point

A college introductory biology course for biology majors. Study the core scientific principles, theories, and processes that govern living organisms and biological systems. You will do hands-on laboratory work to investigate natural phenomena. Topics covered: Chemistry of Life, Cell Structure and Function, Cellular Energies, Cell Communication and Cell cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q AP Chemistry

Course #	20033701
Grade Level	10-12
Length	1 Year
Prerequisite	Recommended Chemistry 1 and Algebra 2
Credit	1.0, full quality point

A one-year, introductory college general chemistry course. Learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. You will do hands-on lab investigations and use chemical calculations to solve problems. Topics Include: Atomic Structures and Properties, Molecular and Ionic Compound Structures and Properties, Intermolecular Forces and Properties, Chemical Reactions, Kinetics, Thermodynamics, Equilibrium, Acids and Bases, and Applications of Thermodynamics.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q AP Environmental Science

Course #	20013801
Grade Level	10-12
Length	1 Year
Prerequisite	Recommended 2 years of high school laboratory science (Life Sciences/Physical), Algebra 1
Credit	1.0

An introductory college course in environmental science. Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human made. You will take part in laboratory investigations and fieldwork.

Topics covered: Ecosystems, Biodiversity, Populations, Earth systems and Resources, Land and Water Use, Energy Resources and Water Use, Energy Resources and Consumption, Atmospheric Pollution, Aquatic and Terrestrial Pollution, and Global Change.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q AP Physics 1

Course #	20034210
Grade Level	10-12
Length	1 Year
Prerequisite	Geometry and Algebra 2 (can be taken concurrently)
Credit	1.0, full quality point

AP Physics 1 is an algebra-based, introductory (first semester) college-level physics course. Students will learn about the foundational principles of physics as they explore Newtonian mechanics through kinematics, forces and dynamics, work and energy, simple harmonic motion and oscillations, torque and rotational dynamics, and fluid statics and dynamics.

Throughout the course, students strengthen their scientific reasoning by designing experiments, analyzing data, and communicating evidence-based conclusions. Emphasis is placed on conceptual understanding, problem-solving, and making connections across physics topics. Successful completion prepares students for the AP Physics 1 Exam and further study in science, engineering, and health-related fields.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

AP Physics 2

Course #	20034220
Grade Level	11-12
Length	1 Year
Prerequisite	AP Physics 1, Precalculus (can be taken concurrently, completion preferred)
Credit	1.0, full quality point

AP Physics 2 is an algebra-based, college-level science course that builds on the foundational concepts of AP Physics 1 and explores the principles that govern complex physical systems. Students will deepen their understanding of physics and applications of the prior mechanics course through exploration of topics including thermodynamics, electricity and magnetism, optics, and modern physics through inquiry-based investigations, laboratory work, and real-world applications.

Throughout the course, students strengthen their scientific reasoning by designing experiments, analyzing data, and communicating evidence-based conclusions. Emphasis is placed on conceptual understanding, problem-solving, and making connections across physics topics. Successful completion prepares students for the AP Physics 2 Exam and for further study in science, engineering, and health-related fields.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q AP Physics C: Mechanics

Course #	2003430
Grade Level	11-12
Length	1 Semester (1 st semester)
Prerequisite	AP Physics 1 and concurrently enrolled in AP Calc AB
Credit	0.5, full quality point

AP Physics C: Mechanics is a calculus-based, college-level physics course that provides an in-depth exploration of the laws of motion that govern the physical world. Topics include kinematics, Newton's laws, work and energy, systems of particles, momentum, rotation, oscillations, and gravitation. Students apply differential and integral calculus to model physical phenomena and to solve complex, multi-step problems.

The course emphasizes analytical reasoning, clear mathematical communication, and hands-on laboratory investigations that mirror the expectations of university-level physics and engineering programs. AP Physics C: Mechanics is designed for students planning to pursue advanced studies in physics, engineering, or other STEM fields and prepares them for the AP Physics C: Mechanics Exam.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q AP Physics C: Electricity & Magnetism

Course #	2003425
Grade Level	11-12
Length	1 Semester (2 nd semester)
Prerequisite	AP Physics C: Mechanics and concurrently enrolled in AP Calc AB
Credit	0.5, full quality point

AP Physics C: Electricity and Magnetism (E&M) is a calculus-based, college level physics courses which explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus and previous mechanics concepts are used and applied throughout the course.

The course emphasizes analytical reasoning, clear mathematical communication, and hands-on laboratory investigations that mirror the expectations of university-level physics and engineering programs. AP Physics C: E&M is designed for students planning to pursue advanced studies in physics, engineering, or other STEM fields and prepares them for the AP Physics C: E&M Exam.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.


Q Introduction to Meteorology – Dual Enrollment

Course #	MET2010
Grade Level	11-12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	0.5, full quality point

Meteorology is the scientific study of the structure of the atmosphere and the processes involved in creating weather. Weather's effects on the earth have always been a major determining factor in the distribution and survival of land-based species. Humans uniquely have developed the ability to understand and manipulate atmospheric processes. Our increasing knowledge of the atmosphere and our expanding technology that can affect it must be accompanied by a responsibility as to its maintenance. A more thorough understanding of the delicate balance between our activities and the dynamics of the atmosphere will hopefully encourage a greater respect for this most vital (and fascinating!) of natural environments.

Social Studies

PATHWAYS in SOCIAL STUDIES	9th	10th	11th	12th
ADVANCED SCHOLAR (earned Pre-AP World in 8th grade)	American Political Systems (1 st Semester)/AP US Govt (2 nd Semester)	AP European History AP Human Geo	AP US History	AP Econ (Macro or Micro) & Pers Fin/Money Mgmt H
SCHOLAR (earned Pre-AP World in 8th grade)	American Political Systems (1 st Semester)/AP US Govt (2 nd Semester)	AP European History AP Human Geo	AP US History	Econ (H or AP) & Pers Fin/Money Mgmt H
SCHOLAR	Pers Fin/Money Mgmt H	World History (AP or H)	US History (AP or H)	Econ (AP or H) & US Govt H
MERIT	Pers Fin/Money Mgmt H	World History H	US History H	Econ H & US Govt H

Explanation of Symbols	
Symbol	Explanation
*	Course meets Social Studies graduation requirement.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point social studies courses.
	The computer symbol indicates this course is available in a Pinellas County School virtual learning environment. All Pinellas County School Virtual School (PVS) courses are aligned with Florida's B.E.S.T. Standards and in the Board approved MS and HS Course Code Directories.

Q * Personal Finance and Money Management Honors

Course # 2102373
 Grade Level 9-12
 Length 1 Year
 Prerequisite None
 Credit 0.5, half quality point

Instructional components of this course will emphasize seven key areas: financial decision making, wages/salaries/taxes, budgeting, analyzing interest, credit accounts/borrowing of money, investing, and financial risk. This course satisfies the graduation requirement for financial literacy.

Q * United States Government Honors

Course # 21063200
 Grade Level 9-12
 Length 1 Semester
 Prerequisite None
 Credit 0.5, half quality point

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

Q * American Political System Honors

Course #	2106460
Grade Level	9
Length	1 Semester
Prerequisite	None (scheduled in tandem with AP US Gov)
Credit	0.5, half quality point

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

Q * Advanced Placement United States Government and Politics

Course #	21064200
Grade Level	9-12
Length	1 Semester (paired with American Political Systems in freshmen cohorts)
Prerequisite	None
Credit	.5, full quality point

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q * Advanced Placement Comparative Government and Politics

Course #	21064200
Grade Level	11-12
Length	1 Semester (paired with AP US Gov in junior/senior cohorts)
Prerequisite	None
Credit	.5, full quality point

This course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

 Q * World History Honors

Course #	21093201
Grade Level	10-12
Length	1 Year
Prerequisite	None
Credit	1.0, half quality point

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

Q * Advanced Placement World History

Course #	21094201
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0, full quality point

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

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q * United States History Honors (EOC Course)

Course #	21003201
Grade Level	10-12
Length	1 Year
Prerequisite	None
Credit	1.0, half quality point

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 will study and analyze primary source documents, write document-based question essays, and incorporate additional reading and current events. **Students are required to take the state US History End-of-Course Exam.**

Q * Advanced Placement United States History

Course #	21003301
Grade Level	10-12
Length	1 Year
Prerequisite	None
Credit	1.0, full quality point

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

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q Economics Honors

Course #	2102345
Grade Level	12
Length	1 Semester
Prerequisite	None
Credit	0.5, half quality point

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Q * Advanced Placement Macroeconomics

Course #	21023700
Grade Level	11-12
Length	1 Semester
Prerequisite	None
Credit	0.5, full quality point

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q * Advanced Placement Microeconomics

Course #	21023600
Grade Level	11-12
Length	1 Semester
Prerequisite	None
Credit	0.5, full quality point

AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Social Studies Electives

World Religions

Course #	21053100
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

Q Philosophy Honors

Course #	21209100
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5, half quality point

The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

Q Advanced Placement Human Geography

Course #	21034001
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0, full quality point

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

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q Advanced Placement European History

Course #	21093801
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0, full quality point

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

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q Advanced Placement Psychology

Course #	21073501
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0, full quality point

Analyze human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.


World Languages

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

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

Seal of Biliteracy: honor awarded to Florida students who demonstrate proficiency in English and at least one other language. Established by state law in 2016, this recognition includes a special seal on the diploma, a designation on the transcript, and—if 4 credits have not already been earned in the qualifying language—up to 4 high school credits.

- Gold Seal – Earn 4+ on the FL ELA FAST Assessment and meet one of the following:
 - Complete 4 high school credits in the same world language with a 3.0 or higher
 - Submit official qualifying scores from an approved language assessment
 - Submit a portfolio demonstrating Advanced Low proficiency in the target language (only available for languages not taught or testing the district)
- Silver Seal – Earn a standard high school diploma and meet one of the following:
 - Complete 4 high school credits in the same world language with a 3.0 or higher
 - Submit official qualifying scores from an approved language assessment
 - Submit a portfolio demonstrating Intermediate Mid proficiency in the target language (only available for languages not taught or testing the district)

Explanation of Symbols	
Symbol	Explanation
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point world language courses.
	The computer symbol indicates this course is available in a Pinellas County School virtual learning environment. All Pinellas County School Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.

Spanish 1

Course # 07083401
 Grade Level 9-12
 Length 1 Year
 Prerequisite None
 Credit 1.0

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

Spanish 2

Course # 07083501
 Grade Level 9-12
 Length 1 year
 Prerequisite Spanish 1 or equivalent
 Credit 1.0

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

Q Spanish 3 Honors

Course #	07083601
Grade Level	9-12
Length	1 Year
Prerequisite	Spanish 2 or equivalent
Credit	1.0, half quality point

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

Q Spanish 4 Honors

Course #	07083701
Grade Level	9-12
Length	1 Year
Prerequisite	Spanish 3 or equivalent
Credit	1.0, half quality point

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on communication skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. Students are expected to demonstrate proficiency at the Advanced-low to Advanced-mid level by the end of this course.

Q Advanced Placement: Spanish Language & Culture

Course #	07084001
Grade Level	11-12
Length	1 Year
Prerequisite	Spanish 4 and/or 5 or equivalent

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

Credit 1.0, full quality point

The purpose of this course is to develop oral and written fluency in the language. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q Advanced Placement: Spanish Literature & Culture

Course #	07084101
Grade Level	11-12
Length	1 Year
Prerequisite	Spanish 4 and/or 5 or equivalent

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

Credit 1.0, full quality point

The purpose of this course is to examine and gain an understanding of Spanish Literature from its origin in Spain to its cultural historical modifications through colonization and into the modern era. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

French 1

Course #	07013200
Grade Level	9-11
Length	1 Year
Prerequisite	None
Credit	1.0

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 2

Course #	07013300
Grade Level	9-12
Length	1 year
Prerequisite	French 1 or equivalent
Credit	1.0

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.

Q French 3 Honors

Course #	07013400
Grade Level	9-12
Length	1 Year
Prerequisite	French 2 or equivalent
Credit	1.0, half quality point

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.

Q French 4 Honors

Course #	07013500
Grade Level	9-12
Length	1 Year
Prerequisite	French 3 or equivalent
Credit	1.0, half quality point

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Q Advanced Placement: French Language & Culture

Course #	07013800
Grade Level	9-12
Length	1 Year
Prerequisite	French 4 or equivalent
Credit	1.0, full quality point


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

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Physical Education

Explanation of Symbols	
Symbol	Explanation
*	Course meets Physical Education graduation requirement.
	The computer symbol indicates this course is available in a Pinellas County School virtual learning environment. All Pinellas County School Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.

* Health Opportunities through Physical Education (HOPE)

Course #	30260101,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will alternate between learning principles and background information in a classroom setting and applying that knowledge during physical activity. Content to include: Understand the impact of personal health behaviors on body systems; develop and implement an individual nutrition and wellness plan; demonstrate knowledge of depression, suicide prevention, and stress management skills; apply knowledge and skills for safety, injury and disease prevention; utilize technology to facilitate health and personal fitness; apply effective communication skills to enhance interpersonal relationships, refusal skills and decision making to promote teamwork, sportsmanship, and cultural diversity; demonstrate the ability to make positive decisions regarding wellness; advocate for personal, family and/or community health and fitness promotion; analyze the influence of culture, media, technology, and other factors on health; this course is also available on campus as an online option.

NOTE: Students may obtain a waiver by meeting specific criteria shown in Board Policy 5.13.

Q AICE Sport and Physical Education – Cambridge: Advanced International Certification of Education

Course #	3026025
Grade Level	10-12
Length	1 Year
Prerequisite	HOPE and Biology
Credit	1.0, full quality point

Students learn to develop theoretical knowledge of physical education and build their skills, tactical awareness and overall performance in sport and physical activity. The syllabus encourages learners to:

- apply the knowledge they gain to real-world examples
- relate their theoretical learning to physical activities in order to improve and refine how they perform
- understand and explain global trends in sport and physical education.

Students will sit for 2 papers on 2 separate days in the Spring. Students must sit for both papers to get credit for taking it. A student that does not sit for paper 1 cannot sit for paper 2.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Basketball 1

Course #	1503310
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

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

Basketball 2

Course #	1503315
Grade Level	9-12
Length	1 Semester
Prerequisite	Basketball 1
Credit	0.5

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Tennis 1

Course #	15045000
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in tennis that may be used in recreational pursuits today as well as in later life 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 the fundamentals of each of the basic strokes, techniques, rules, etiquette, and safety practices necessary to participate in tennis. Skill acquisition and the maintenance and/or improvement of personal fitness should be stressed.

Tennis 2

Course #	15045010
Grade Level	9-12
Length	1 Semester
Prerequisite	Tennis 1
Credit	0.5

The purpose of this course is to build upon the skills, knowledge, and strategies learned in Tennis 1 while providing students with opportunities to further develop their proficiency in tennis for lifelong recreational and competitive play. This course emphasizes the refinement of stroke mechanics, advanced footwork, and consistency, as well as the introduction of tactical concepts used in both singles and doubles competition.

Content should include, but not be limited to, advanced application of the basic strokes, specialty shots, strategic gameplay, scoring variations, enhanced rules knowledge, proper court positioning, and continued focus on etiquette and safety. Students will engage in drills, match play, and conditioning activities designed to improve overall performance and support the maintenance and/or improvement of personal fitness.

Individual & Dual Sports 1

Course #	1502410
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

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

Individual & Dual Sports 2

Course #	1502420
Grade Level	9-12
Length	1 Semester
Prerequisite	Individual & Dual Sports 1
Credit	0.5

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

Team Sports 1

Course # 1503350
 Grade Level 9-12
 Length 1 Semester
 Prerequisite None
 Credit 0.5

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

Team Sports 2

Course # 1503360
 Grade Level 9-12
 Length 1 Semester
 Prerequisite Team Sports 1
 Credit 0.5

The purpose of this course is to extend students' knowledge and skills in a new selection of team sports while continuing to promote strategies of team play and the maintenance and/or improvement of personal fitness. This course builds on the foundational concepts from Team Sports I, emphasizing more advanced skill development, refined techniques, and higher-level strategic understanding.

Content should include, but not be limited to, advanced application of skills, techniques, strategies, rules, and safety practices necessary to participate effectively in the selected team sports. Sports and activities will differ from those offered in Team Sports I and may include, but are not limited to, ultimate frisbee, team handball, kickball, capture-style games, cooperative/team challenge activities, and other group-based sport experiences. Emphasis will be placed on teamwork, strategic decision-making, skill acquisition, and continued personal fitness improvement.

Volleyball 1

Course # 1505500
 Grade Level 9-12
 Length 1 Semester
 Prerequisite None
 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.

Volleyball 2

Course # 1505510
 Grade Level 9-12
 Length 1 Semester
 Prerequisite Volleyball 1
 Credit 0.5

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

Volleyball 3

Course # 1505520
 Grade Level 9-12
 Length 1 Semester
 Prerequisite Volleyball 2
 Credit 0.5

The purpose of this course is to allow students to continue to improve the skills developed in beginning and intermediate volleyball. The content will increase strategies in safety, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization and administration of volleyball activities, consumer issues and the benefits of participation.

Weight Training 1

Course # 1501340
Grade Level 9-12
Length 1 Semester
Prerequisite None
Credit 0.5

The purpose of this course is to provide students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomechanical and physiological principles to improve and maintain muscular strength and endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, and knowledge of consumer issues related to weight training.

Weight Training 2

Course # 1501350
Grade Level 9-12
Length 1 Semester
Prerequisite Weight Training 1
Credit 0.5

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

Weight Training 3

Course # 1501360
Grade Level 9-12
Length 1 Semester
Prerequisite Weight Training 2
Credit 0.5


The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in intermediate weight training, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of the knowledge introduced in beginning/intermediate weight training, application of knowledge to design and implement a personal weight training program to meet specific needs and goals, and knowledge of the organization/administration of weightlifting competition.

Power Weight Training 1

Course # 1501410
Grade Level 9-12
Length 1 Semester
Prerequisite None
Credit 0.5

The purpose of this course is to enable students to acquire basic knowledge and skills in power weight training and to improve health-related fitness. The content should include, but is not limited to, safety practices, history, rules and terminology, techniques and strategies, biomechanical and physiological principles, fitness assessment, consumer issues and benefits of participation.

Driver Education

Explanation of Symbols	
Symbol	Explanation
	<p>The computer symbol indicates this course is available in a Pinellas County School virtual learning environment.</p> <p>All Pinellas County School Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.</p>

Driver Education - Class/Lab


Course #	19003100
Grade Level	9-12
Length	1 Semester
Prerequisite	Restricted license*
Credit	0.5

The purpose of this course is to introduce students to the highway transportation system, and strategies which will develop driving knowledge and skills related to today and tomorrow's motorized society, and while providing an in-depth study of the scope and nature of accident problems and their solutions. Laboratory instruction in dual controlled vehicles under the direction of an instructor and on off-street multiple vehicle driving ranges are available.

NOTE: Students must have their Restricted License to enter the class on the first day.

Visual Arts

	2D Art	3D Art	Photo
1st Year	2D Studio Art 1	3D Studio Art 1	
2nd Year	2D Studio Art 2	3D Studio Art 2	Creative Photography 1 or Digital Art Imaging 1
3rd Year	Portfolio Development 2D Honors	Portfolio Development 3D Honors	Creative Photography 2 or Digital Art Imaging 2
4th Year	AP Studio Art: Drawing AP Studio Art: 2D Design	AP Studio Art: 3D Design	Portfolio Development 2D Honors

Explanation of Symbols	
Symbol	Explanation
*	Course meets Art graduation requirement.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.
	The computer symbol indicates this course is available in a Pinellas County School virtual learning environment. All Pinellas County School Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.

* Two-Dimensional Studio Art 1

Course #	01013001
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

The purpose of this year-long entry level course is to introduce students to the structural elements of art and organizational principles of design through the creation of two-dimensional artworks, including drawing, painting, printmaking, collage, and more. Students will develop skill in the process of art criticism to assess artwork. Students will have the opportunity to participate in local, regional and national exhibitions. There is no pre-requisite for this course.

* Two-Dimensional Studio Art 2

Course #	01013101
Grade Level	10-12
Length	1 Year
Prerequisite	Two-Dimensional Studio Art 1
Credit	1.0

The purpose of this year-long intermediate level course is to develop some independence in the student's use of the structural elements of art and organizational principles of design through the creation of two-dimensional artworks, including drawing, painting, printmaking, collage, and more. Students will develop skill in the process of art criticism to assess artwork. Students are expected to participate in local, regional and national exhibitions.

* Three-Dimensional Studio Art 1

Course #	01013301
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

The purpose of this year-long entry level course is to introduce students to the structural elements of art and organizational principles of design through the creation of three-dimensional sculptures using both additive and subtractive techniques which may include sketching, carving, modeling and assembling in such media as clay, plaster and found objects. Students will develop skill in the process of art criticism to assess artwork. Students will have the opportunity to participate in local, regional and national exhibitions. There is no pre-requisite for this course.

*** Three-Dimensional Studio Art 2**

Course # 01013401
Grade Level 10-12
Length 1 Year
Prerequisite Three-Dimensional Studio Art 1
Credit 1.0

The purpose of this year-long intermediate level course is to develop some independence in the student's use of the structural elements of art and organizational principles of design through the creation of three-dimensional sculptures using both additive and subtractive techniques which may include sketching, carving, modeling and assembling in such media as clay, plaster, wire and found objects. Students will strengthen their skills in the process of art criticism to assess artwork. Students are expected to participate in local, regional and national exhibitions.

*** Creative Photography 1**

Course # 01083101
Grade Level 9-12
Length 1 Year
Prerequisite 1 year of Visual Art
Credit 1.0

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**

Course # 01083201
Grade Level 10-12
Length 1 Year
Prerequisite Creative Photography 1
Credit 1.0

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 work. This course incorporates hands-on activities and consumption of art materials.

*** Digital Art Imaging 1**

Course # 0108370
Grade Level 10-12
Length 1 Year
Prerequisite 2D or 3D
Credit 1.0

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

*** Digital Art Imaging 2**

Course # 0108380
Grade Level 10-12
Length 1 Year
Prerequisite 2D or 3D
Credit 1.0

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

Q * Portfolio Development: Two-Dimensional Honors

Course # 01093201
Grade Level 10-12
Length 1 Year
Prerequisite 2 Years of Visual Art
Credit 1.0, half quality point

Students develop a portfolio showing a body of work that visually explores a particular artistic concern and can also be used for AP Studio Art. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed-media, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-D surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-D works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. Students display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Q * Portfolio Development: Three-Dimensional Honors

Course # 01093301
Grade Level 10-12
Length 1 Year
Prerequisite 2 Years of Art
Credit 1.0, half quality point

Students develop a portfolio showing a body of work that visually explores a particular artistic concern and can also be used for AP Studio Art. Artists may work in, but are not limited to, content in clay, wire, glass, metal, fabrics/fibers, and fashion design. Students regularly reflect on aesthetics and art issues individually and as a group and manipulate the structural elements of art and organizational principles of design to create 3-D works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. Students display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Q * Advanced Placement: Drawing

Course # 01043001
Grade Level 11-12
Length 1 Year
Prerequisite 2 years of art
Credit 1.0, full quality point

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

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q * Advanced Placement Studio Art: 2-D Design Portfolio

Course # 01093501
Grade Level 10-12
Length 1 Year
Prerequisite 2 years of art
Credit 1.0, full quality point

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board. This course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses. Students are required to submit a portfolio of work to be judged by the College Board.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

NOTE: When selecting this course, the student must select either a 2-D or Photography focus at the time of registration.

Q * Advanced Placement Studio Art: 3-D Design Portfolio

Course #	01093601
Grade Level	10-12
Length	1 Year
Prerequisite	2 years of art
Credit	1.0, full quality point

This Advanced Placement course is intended to address a very broad interpretation of three-dimensional (3-D) design issues. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board. This course includes district-developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses. Students are required to submit a portfolio of work to be judged by the College Board.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Performing Arts

	Band/Orchestra/Chorus	Theatre
1st Year	Band 3 / Orchestra 3 / Chorus 3 (if coming in w/ 2 years experience)	Theatre 1 / Technical Theatre 1 Musical Theatre 1
2nd Year	Band 4 / Orchestra 4 / Chorus 4	Theatre 2 / Technical Theatre 2 Musical Theatre 2
3rd Year	Band 5 H / Orchestra 5 H / Chorus 5 H AP Music Theory	Theatre 3 / Technical Theatre 3H Musical Theatre 3H
4th Year	Band 6 H / Orchestra 6 H / Chorus 6 H	Dual Enrollment Theatre/Technical Theatre 4H Musical Theatre 4 H

Explanation of Symbols	
Symbol	Explanation
*	Course meets the Arts graduation requirement.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.
♪	A music note on the pre-requisite line indicates that the prerequisite listed may, in special cases, be waived by an audition and demonstration of skill knowledge based on the key learnings common assessments.
A	Course may require student insurance due to after-school rehearsals and off-school concerts.
B	Course may require mandatory after-school rehearsals and performances as part of the criteria for grading.
NOTE:	Due to the nature of performance classes, some upper-level music and theatre classes may require an audition.

Music Technology and Sound Engineering 1

Course #	1304300
Grade Level	9-12
Length	1 Year
Prerequisite	none
Credit	1.0

In this course, students explore the core tools and techniques used to capture, create, edit, mix, and share music and sound, from industry-standard software to recording equipment. Throughout the course, students build important vocabulary and technical skills while discovering how sound technology has evolved and influences music today. Students will engage in hands-on projects that may include recording music, working with digital audio workstations (DAWs), exploring microphones and audio interfaces, and producing original sound creations.

* Band 3 (entry level/beginner course)

Course #	13023201
Grade Level	9-12
Length	1 Year
Prerequisite	none
Credit	1.0

This course provides students with instruction in the development of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium level band music, establishing appropriate tone production and performance techniques, identifying simple musical forms and various styles, and formulating aesthetic awareness.

* Band 4

Course #	13023301
Grade Level	10-12
Length	1 Year
Prerequisite	Band 3 ♪
Credit	1.0

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.

Q * Band 5 Honors

Course # 13023401
 Grade Level 11-12
 Length 1 Year
 Prerequisite Band 4 🎵
 Credit 1.0, half quality point

This course enables the student to develop independent musicianship, performance techniques and aesthetic awareness through performance of varied band literature. The student will demonstrate the ability to interpret and perform difficult musical notation at sight and formulate critical evaluations about musical performance as a participant and as a listener. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Q * Band 6 Honors

Course # 13023501
 Grade Level 12
 Length 1 Year
 Prerequisite Band 5 🎵
 Credit 1.0, half quality point

This course is designed to foster internalization of independence in musicianship, performance techniques, and aesthetic awareness through the performance of varied band literature. The student will demonstrate awareness and application of appropriate ensemble Band VI performance techniques and demonstrate independent ability to interpret and perform difficult musical notation at sight. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

*** Instrumental Ensemble 1 (entry level/beginner course)**

Course # 13024600
 Grade Level 9-12
 Length 1 Year
 Prerequisite Previous instrumental experience
 Credit 1.0

The purpose of this course is to provide students with opportunities for performance in specific instrumentations through the study of appropriate literature. This course will include instruction in the development of ensemble concepts in balance, blend and stylistic interpretation of varied music literature.

*** Instrumental Ensemble 2**

Course # 13024701
 Grade Level 10-12
 Length 1 Year
 Prerequisite Instrumental Ensemble 1 🎵
 Credit 1.0

This course will provide students with extended opportunities for demonstration and refinement of musical independence necessary for ensemble performance. The student will demonstrate musical sensitivity of performance techniques such as balance, intonation and blend appropriate to the ensemble.

*** Instrumental Ensemble 3**

Course # 13024801
 Grade Level 11-12
 Length 1 Year
 Prerequisite Instrumental Ensemble 2 🎵
 Credit 1.0

The purpose of this course is to provide students with opportunities to refine interpretation and performance skills in specific instrumentations through the study of varied ensemble literature. The content will include the development of individual techniques and ensemble performance skills, knowledge of music terminology, musical interpretation, listening skills and a sense of responsible participation.

Q * Instrumental Ensemble 4

Course # 13024901
 Grade Level 12
 Length 1 year
 Prerequisite Instrumental Ensemble 3 🎵 or Band 4
 Credit 1.0, half quality point

This course will provide students with opportunities to demonstrate leadership and creativity in the interpretation and performance of ensemble literature. The student will formulate critical evaluations and decisions about music performance as a listener and a performer. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

*** Instrumental Techniques 1 (entry level/beginner course)**

Course # 1302420
Grade Level 9-12
Length 1 Year
Prerequisite none
Credit 1.0

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

*** Instrumental Techniques 2**

Course # 1302430
Grade Level 10-12
Length 1 Year
Prerequisite Instrumental Techniques 1
Credit 1.0

Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

*** Instrumental Techniques 3**

Course # 1302440
Grade Level 11-12
Length 1 Year
Prerequisite Instrumental Techniques 2
Credit 1.0

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.

Q* Instrumental Techniques 4 Honors

Course # 1302450
Grade Level 12
Length 1 Year
Prerequisite Instrumental Techniques 3
Credit 1.0, half quality point

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**

Course # 1302500
Grade Level 9-12
Length 1 Year
Prerequisite none
Credit 1.0

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

*** Jazz Ensemble 2**

Course #	1302510
Grade Level	10-12
Length	1 Year
Prerequisite	Jazz Ensemble 1
Credit	1.0

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

*** Jazz Ensemble 3**

Course #	1302520
Grade Level	11-12
Length	1 Year
Prerequisite	Jazz Ensemble 2
Credit	1.0


Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Q* Jazz Ensemble 4 Honors

Course #	1302530
Grade Level	12
Length	1 Year
Prerequisite	Jazz Ensemble 3
Credit	1.0, half quality point


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 3**

Course #	13023801
Grade Level	9-12
Length	1 Year
Prerequisite	Orchestra 2 
Credit	1.0

The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content will include interpreting medium level orchestral music, establishing appropriate tone production and performance techniques, and identifying musical form and style periods.

*** Orchestra 4**

Course #	13023901
Grade Level	9-12
Length	1 Year
Prerequisite	Orchestra 3 
Credit	1.0

The purpose of this course is to develop the student's independent ability to produce characteristic tones and to interpret and perform medium level musical notation at sight. The student will demonstrate the knowledge of musical form and varied style periods, and evaluate musical performances as a participant and a listener.

Q * Orchestra 5 Honors

Course # 13024001
 Grade Level 9-12
 Length 1 Year
 Prerequisite Orchestra 4 🎵
 Credit 1.0, half quality point

This course is designed to develop the student's independent ability to produce a tone appropriate to various styles of orchestral literature and apply appropriate performance techniques to various styles. The student will apply knowledge of musical form, styles and history, and formulate critical evaluations about musical performance. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Q * Orchestra 6 Honors

Course # 13024101
 Grade Level 9-12
 Length 1 Year
 Prerequisite Orchestra 5 🎵
 Credit 1.0, half quality point

This course provides instruction in independent interpretation of difficult music; refinement of independent musicianship, tone production and performance techniques; and analysis and application of form, style and history in the performance of varied orchestral literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

*** Guitar 1 (Entry level, beginner course)**

Course # 13013201
 Grade Level 9-12
 Length 1 Year
 Prerequisite None
 Credit 1.0

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

*** Guitar 2**

Course # 13013301
 Grade Level 9-12
 Length 1 Year
 Prerequisite Guitar 1 🎵
 Credit 1.0

The purpose of this course is to develop the skills introduced in Guitar I with an emphasis on independence. The content will include the study of a variety of guitar literature in solo and ensemble settings.

*** Guitar 3**

Course # 13013401
 Grade Level 9-12
 Length 1 Year
 Prerequisite Guitar 2 🎵
 Credit 1.0

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

Q * Guitar 4 Honors

Course # 13013501
 Grade Level 9-12
 Length 1 Year
 Prerequisite Guitar 3 🎵
 Credit 1.0, half quality point

The purpose of this course is to provide students with opportunities to perform varied guitar solo and ensemble literature. The content will integrate knowledge of music history, analysis, and listening skills. Students will demonstrate and refine improvisational and accompaniment skills. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

*** Keyboard 1 (entry level/beginner course)**

Course # 13013601
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit 1.0

This course will provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. Content includes the development of music fundamentals, appropriate vocabulary, and listening skills.

*** Keyboard 2**

Course # 13013701
Grade Level 9-12
Length 1 Year
Prerequisite Keyboard 1 🎹
Credit 1.0

This course is designed to develop the ability to perform keyboard selections by using correct fingering and hand positions. The student will demonstrate an intermediate knowledge of music reading and vocabulary, play root chords, scales, and chord progressions.

*** Keyboard 3**

Course # 13013801
Grade Level 9-12
Length 1 Year
Prerequisite Keyboard 2 🎹
Credit 1.0

The purpose of this course is to offer students the opportunity to perform varied keyboard literature in a variety of meters, styles and keys. The student will demonstrate appropriate performance techniques, and the knowledge of music vocabulary, history, analysis and listening skills.

Q * Keyboard 4 Honors

Course # 13013901
Grade Level 9-12
Length 1 Year
Prerequisite Keyboard 3 🎹
Credit 1.0, half quality point

This course provides students with advanced instruction in individual keyboard performance of difficult solos and accompaniments in a variety of meters, styles, historical eras and keys. Students will sight-read grade III level literature, harmonize melodies using four-part chorale style, transpose easy melodies and harmonies, and formulate critical evaluations and decisions about musical performance. This course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Q * Advanced Placement Music Theory

Course # 13003301
Grade Level 10-12
Length 1 Year
Prerequisite none
Credit 1.0

The purpose of this course is to develop the student's abilities to recognize and understand the tonal rhythmic nature of any music that is heard or read in the score. The content will include the development of music theory skills, i.e., aural and notational skills, composition, harmonization and counterpoint. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

*** Chorus 3 (entry level/beginner course)**

Course # 13033201
Grade Level 9-12
Length 1 Year
Prerequisite none
Credit 1.0

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

*** Chorus 4**

Course #	13033301
Grade Level	9-12
Length	1 Year
Prerequisite	Chorus 3 🎵
Credit	1.0

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.

Q * Chorus 5 Honors

Course #	13033401
Grade Level	9-12
Length	1 Year
Prerequisite	Chorus 4 🎵
Credit	1.0, half quality point

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

Q * Chorus 6 Honors

Course #	13033501
Grade Level	9-12
Length	1 Year
Prerequisite	Chorus 5 🎵
Credit	1.0, half quality point

The purpose of this course is to develop independence in vocal musicianship, performance techniques, and aesthetic awareness through the performance of varied choral literature. The student will consistently demonstrate the ability to interpret and perform difficult musical notation at sight. The student will formulate and justify critical evaluations about musical performance as a participant and listener. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

*** Vocal Ensemble 1**

Course #	1303440
Grade Level	9-12
Length	1 Year
Prerequisite	Prior vocal experience
Credit	1.0

This course will develop vocal performance techniques in an ensemble setting with an emphasis on appropriate vocal balance, blend, stylistic interpretation and choreography. The content will include the study of a wide variety of choral ensemble literature.

*** Vocal Ensemble 2**

Course #	1303450
Grade Level	10-12
Length	1 Year
Prerequisite	Vocal Ensemble 1 🎵
Credit	1.0

The purpose of this course is to apply performance techniques in Vocal Ensemble II vocal ensembles through the study of varied choral literature. The student will demonstrate musical independence necessary to perform various styles.

*** Vocal Ensemble 3**

Course #	1303460
Grade Level	11-12
Length	1 Year
Prerequisite	Vocal Ensemble 2 🎵
Credit	1.0

This course will refine musical independence and creativity necessary for vocal ensemble performance. The content will include the opportunity to perform ensemble techniques such as balance, blend, tone production and stylistic interpretation through the study of appropriate choral ensemble literature.

Q * Vocal Ensemble 4 Honors

Course # 1303470
 Grade Level 12
 Length 1 Year
 Prerequisite Vocal Ensemble 3 🎵 or Chorus 4
 Credit 1.0, half quality point

The purpose of this course is to provide opportunities for leadership and performance creativity in small vocal ensembles. The content will foster independent application of vocal balance, blend and stylistic interpretation through the study of varied appropriate choral literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

*** Vocal Techniques 1**

Course # 1303400
 Grade Level 9-12
 Length 1 Year
 Prerequisite none
 Credit 1.0

Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

*** Eurythmics 1**

Course # 13053001
 Grade Level 9-12
 Length 1 Year
 Prerequisite None
 Credit 1.0

The purpose of this course is to provide students with instruction in the development of beginning level skills in the art of performing movements in rhythm using musical accompaniment. Content will include basic terminology related to music and movement and the understanding of safety practices related to eurythmic activities including warm-up and cool-down.

*** Eurythmics 2**

Course # 13053101
 Grade Level 10-12
 Length 1 Year
 Prerequisite Eurythmics 1
 Credit 1.0

This course will enable students to apply the basic performance techniques in movement sequences set to music. Students will display knowledge of basic rhythms, meter, tempo and form.

*** Eurythmics 3**

Course # 13053201
 Grade Level 11-12
 Length 1 Year
 Prerequisite Eurythmics 2
 Credit 1.0

This course will provide students with the opportunity to choreograph and perform solo movement sequences set to music in a given style. Students will display knowledge of terminology related to music and movement.

*** Eurythmics 4**

Course # 13053301
 Grade Level 12
 Length 1 Year
 Prerequisite Eurythmics 3
 Credit 1.0

The purpose of this course is to extend the study of musical interpretation through movement. Emphasis will be on individual creativity and develop the ability to evaluate the appropriateness and general effects of individual and ensemble performances.

*** Musical Theatre 1 (entry level/beginner course)**

Course # 04007001
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit 1.0

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**

Course # 04007101
Grade Level 10-12
Length 1 Year
Prerequisite Musical Theatre 1
Credit 1.0

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**

Course # 04007101
Grade Level 11-12
Length 1 Year
Prerequisite Musical Theatre 2
Credit 1.0

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.

*** Technical Theatre Design and Production 1 (entry level/beginner course)**

Course # 0400410
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit 1.0

Students focus on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. These students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

*** Technical Theatre Design and Production for Light and Sound 2**

Course # 0400420
Grade Level 10-12
Length 1 Year
Prerequisite Technical Theatre Design and Production 1
Credit 1.0

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

*** Technical Theatre Design and Production 3**

Course # 0400430
Grade Level 11-12
Length 1 Year
Prerequisite Technical Theatre: Design and Production 2
Credit 1.0

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Q * Technical Theatre Design and Production 4 Honors

Course # 0400440
Grade Level 12
Length 1 Year
Prerequisite Technical Theatre: Design and Production 3
Credit 1.0, half quality point

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

*** Theatre 1 (entry level/beginner course)**

Course # 0400310
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit 1.0

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

*** Theatre 2**

Course # 0400320
Grade Level 10-12
Length 1 Year
Prerequisite Theatre 1
Credit 1.0

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Q * Theatre 3 Honors

Course # 0400330
Grade Level 11-12
Length 1 Year
Prerequisite Theatre 2
Credit 1.0, half quality point

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.

Q * Theatre 4 Honors

Course # 04003401
Grade Level 12
Length 1 Year
Prerequisite Theatre 3
Credit 1.0, half quality point

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.

Q * Intro to Theatre Arts – Dual Enrollment

Course # THE2000
Grade Level 11-12
Length 1 Semester (1st semester)
Prerequisite Theatre 2 or 3, Unweighted 3.0 GPA
Credit 1.0, full quality point

In this course, students will explore dramatic structure, techniques, and various organizational elements. The course provides an introduction to theatre as a collaborative art form through the critical analysis of its historical context, production, theory, and connections to theatrical literature, including the western canon.


Q * Acting I – Dual Enrollment

Course # TPP1100
Grade Level 11-12
Length 1 Semester (2nd semester)
Prerequisite Intro to Theatre Arts, Unweighted 3.0 GPA
Credit 1.0, full quality point

This course will include lectures and discussions to explain, analyze, and evaluate the theories, techniques, and principles of acting common to the various types of styles of dramatic production. Specific work in the areas of voice and body exercises and improvisations is included. Workshop projects help the student to develop his/her acting skill.

Academy of Business Careers

PATHWAYS in Business Careers	8 th or 9 th	10 th	11 th	12 th
Business Management	Digital Information Technology	Business Entrepreneurial Principles	Legal Aspects of Business	AP Business
Digital Media	Digital Information Technology	Digital Media Fundamentals	Digital Media Production Systems	Digital Media Delivery Systems
Digital Design	Digital Information Technology	Digital Design 1	Digital Design 2	Digital Design 3
Sports and Entertainment Marketing	Digital Information Technology	Sport, Recreation, and Entertainment Essentials	Sport, Recreation, and Entertainment Applications	Sport, Recreation, and Entertainment Marketing Management

Explanation of Symbols	
Symbol	Explanation
*	Course meets the Arts graduation requirement.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point business courses.
	The computer symbol indicates this course is available in a Pinellas County School virtual learning environment. All Pinellas County School Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.

* Digital Information Technology

Course # 82073101
 Grade Level 9-10
 Length 1 Year
 Prerequisite None
 Credit 1.0

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

* Digital Design 1

Course # 82095101
 Grade Level 9-12
 Length 1 Year
 Prerequisite Digital Information Technology
 Credit 1.0

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

Q * Digital Design 2

Course # 82095201
 Grade Level 10-12
 Length 1 Year
 Prerequisite Digital Design 1
 Credit 1.0, half quality point

This course continues the development of entry-level skills for careers in the digital publishing industry. The content includes computer skills: digital publishing operations; layout, design, and measurement activities; and digital imaging.

Q * Digital Design 3

Course # 82095301
Grade Level 11-12
Length 1 Year
Prerequisite Digital Design 2
Credit 1.0, half quality point

This course continues the development of industry standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities.

*** Sport, Recreation, and Entertainment Essentials**

Course # 88274101
Grade Level 10-12
Length 1 Year
Prerequisite Digital Information Technology
Credit 1.0

The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, entertainment marketing and selling are also included.

*** Sport, Recreation, and Entertainment Applications**

Course # 88274201
Grade Level 10-12
Length 1 Year
Prerequisite Sport, Recreation, and Entertainment Essentials
Credit 1.0

This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills and attitudes required for employment in a wide variety of sport, recreation and entertainment marketing occupations.

Q * Sport, Recreation, and Entertainment Marketing Management

Course # 8827430
Grade Level 10-12
Length 1 Year
Prerequisite Sport Recreation, and Entertainment Applications
Credit 1.0, half quality point

This course provides instruction for career sustaining level employment in the sport, recreation, and entertainment industry. The content includes applied skills related to the sport, recreation, and entertainment marketing functions and industries including employment skills required for success in sport, recreation, and entertainment and career planning as related to the sport, recreation and entertainment industry.

Q * Business and Entrepreneurial Principles

Course # 82151201
Grade Level 10-12
Length 1 Year
Prerequisite Digital Information Technology
Credit 1.0, half quality point

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

Q * Legal Aspects of Business

Course # 82151301
Grade Level 10-12
Length 1 Year
Prerequisite Business and Entrepreneurial Principles
Credit 1.0, half quality point

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

Q * AP Business

Course #
 Grade Level 11-12
 Length 1 Year
 Prerequisite Business and Entrepreneurial Principles
 Credit 1.0, full quality point
 This

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Diversified Career Technology Principles – On the Job Training (OJT)

Course # 83030101
 Grade Level 12
 Length 1 Year
 Prerequisite None
 Credit 1.0

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

Diversified Career Technology Applications – On the Job Training (OJT)

Course # 83030201
 Grade Level 12
 Length 1 Year
 Prerequisite Diversified Career Technology Principles
 Credit 1.0

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

Diversified Career Technology On the Job Training (Work Release Period)

Course # 83004101
 Grade Level 12
 Length 1 Year
 Prerequisite Concurrent enrollment in Diversified Career Technology Principles or Diversified Career Technology Applications
 2.0 cumulative GPA
 Instructor approval
 Parental permission
 Must maintain employment the entire school year
 Credit 1.0 – 2.0

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

Workplace Essentials (Teacher Assistant 1)

Course # 83003100
 Grade Level 11-12
 Length 1 Semester
 Prerequisite None
 Credit 0.5

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

Workplace Technology Applications (Teacher Assistant 2)

Course #	83003300
Grade Level	11-12
Length	1 Semester
Prerequisite	Workplace Essentials
Credit	0.5

The purpose of this course is to provide students with general practical skills. The content of this course will consist of instructional and learning activities provided in the school setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Additional focus will surround student choice in work toward Industry Certifications.

Q * AP Computer Science Principles

Course #	02003351
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0, full quality point

AP Computer Sciences Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

*** Digital Media Fundamentals**

Course #	90051101
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1.0

This course provides students with an introduction to the digital video production process; content includes safe work practices, planning a production set, designing lighting plans, camera operation, and audio/ video recording, mixing, and editing. Students enrolled in this course and/or the O-Town Live course will not take the certification exam.

*** Digital Media Production Systems**

Course #	90051201
Grade Level	9-12
Length	1 year
Prerequisite	Digital Media Fundamentals
Credit	1.0

This course provides students with intermediate level instruction in the digital video production process. Students will have the opportunity to produce videos for several different competitions. Students will learn Adobe Premiere Pro and Apple Final Cut Pro. Adobe Certification exams will be offered to those students that demonstrate competency in the software. Students enrolled in the O-Town Live course will not take the certification exam.

*** Digital Video Delivery Systems**

Course #	90051301
Grade Level	10-12
Length	1 year
Prerequisite	Digital Media Production Systems
Credit	1.0

Students will participate in the digital video pre-production, production, and post-production processes. Students will learn Adobe Premiere Pro and Apple Final Cut Pro. Adobe Certification exams will be offered to those students that demonstrate competency in software and video editing. Students enrolled in the O-Town Live course will not take the certification exam.

Engineering

PATHWAYS in Engineering	Year 1	Year 2	Year 3	Year 4
Required Pathway – Applied Engineering	Applied Engineering Tech 1	Applied Engineering Tech 2	Applied Engineering Tech 3	Advanced Technology Applications
Game and Simulation	Game and Simulation Foundations	Game and Simulation Design	Game and Simulation Programing	Multi-user Game and Simulation Programing (Game & Sim Capstone)
AI/Robotics	Artificial Intelligence in the World 1 st semester/Applications of AI 2 nd semester	Procedural Programing	Foundations of Machine Learning/ Robotic Systems	Machine Learning Applications (AI/Robotics Capstone)

Explanation of Symbols	
Symbol	Explanation
*	Course meets the Arts graduation requirement.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of the applications of engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

NOTE: Partnership with SPC allows students to earn college credit upon completion of course sequence. Refer to SPC articulation agreement for further details.

* Applied Engineering Technology 1

Course # 84011101
 Grade Level 9
 Length 1 year
 Prerequisite None
 Credit 1.0

This course provides students with an introduction to the knowledge, human relations, and technological skills found today in technical professions.

* Applied Engineering Technology 2

Course # 84011201
 Grade Level 10
 Length 1 Year
 Prerequisite Applied Engineering Technology 1
 Credit 1.0,

This program provides students with an intermediate understanding of the knowledge, human relations, and technological skills found today in technical professions.

Q * Applied Engineering Technology 3

Course # 84011301
 Grade Level 11
 Length 1 Year
 Prerequisite Applied Engineering Technology 2
 Credit 1.0, half quality point

This program provides students with an advanced understanding of the knowledge, human relations, and technological skills found today in the technical profession.

Q * Advanced Technology Applications

Course # 86019001
Grade Level 12
Length 1 Year
Prerequisite Completed 3 credits of a site Engineering/Technology Education Program
Credit 1.0 , half quality point

The purpose of this course is to provide students with the opportunity to develop a project from a vision to reality. Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished project. This would involve using ALL of the knowledge previously learned, not only in technology education but across the curriculum. This course will culminate in senior capstone project.

Q * Artificial Intelligence (AI) in the World

Course # 9401010
Grade Level 9-10
Length 1 Semester (Fall)
Prerequisite None
Credit 0.5, half quality point

This course introduces students to the principles of Artificial Intelligence (AI). The course defines “Intelligent Behavior”, describes the relationship between AI and computer science, explains the history of AI and showcases applications of AI in the real world. Students will explore the role of data in AI applications and the algorithms which guide AI decision making. Students will learn about the role of perception in AI and how AI agents use information in decision making. Students will engage in hands-on activities related to use of AI in machine learning. This course also covers ethics in AI applications.

Q * Applications of Artificial Intelligence (AI)

Course # 9401020
Grade Level 9-10
Length 1 Semester (Spring)
Prerequisite Follows A.I. in the World
Credit 0.5, half quality point

The purpose of this course is to assist students in deepening understanding for application of AI and to explore methods and tools utilized to build AI models. The content includes but is not limited to foundational knowledge and skills related to methods and software used to develop AI applications using data sets. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Q* Procedural Programming

Course # 90072201,2
Grade Level 10-11
Length 1 Year
Prerequisite Digital Information Technology or AI
Credit 1.0, half quality point

This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques. The course content includes but is not limited to: designing a computer program; internal and control structures for manipulating varied data types; create interactive computer program that employs functions, subroutines, or methods to receive, validate and process user input; ethics and legal responsibilities.

*** Foundations of Machine Learning**

Course # 9401040
Grade Level 11-12
Length 1 Year
Prerequisite Procedural Programming
Credit 1.0

In this course students will deepen their understanding of machine learning (ML) practices and applications. Students will discover the mathematical foundation needed to create algorithms for use in artificial intelligence and machine learning. Students will also explore the essential knowledge and skills related to computer coding and software development. The learning activities sprinkled throughout the course will give you the opportunity to write and test different machine learning models. By the end of this course, students will have a foundational understanding of machine learning and the exciting career opportunities available in the field of artificial intelligence

Q* Machine Learning and Applications

Course # 9410130
 Grade Level 12
 Length 1 Year
 Prerequisite Foundations of Machine Learning
 Credit 1.0, half quality point

This is the capstone course for ai/robotics pathway and will include a senior capstone project. Students will incorporate the prior 3 courses and standards to mastery levels of the content culminating in a senior project.

***Game and Simulation Foundations**

Course # 8208110
 Grade Level 9-10
 Length 1 Year
 Prerequisite None
 Credit 1.0

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

***Game and Simulation Design**

Course # 8208120
 Grade Level 10-11
 Length 1 Year
 Prerequisite Game and Simulation Foundations
 Credit 1.0

This course covers fundamental principles of designing a game or a simulation application, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations. Hands-on activities using an entry-level game development tool should be integrated into the curriculum. Regardless of topic sequencing, the culminating activity is the creation and presentation of a playable game with design documentation.

Q* Game and Simulation Programming

Course # 8208330
 Grade Level 11-12
 Length 1 Year
 Prerequisite Game and Simulation Design
 Credit 1.0, half quality point

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

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Game/Simulation Project

Instruction relating to the standards in this section should be interspersed throughout the entire course with the other standards taught progressively in the context of game design and development.

Q* Multi-User Game and Simulation Programing

Course #	8208340
Grade Level	12
Length	1 Year
Prerequisite	Game and Simulation Programming
Credit	1.0, half quality point

This high school course is the final stage in the Game/Simulation/Animation Programming sequence (8208300 program). It focuses on advanced development skills, specifically programming for environments that support multiple users.

Key aspects of the course include:


Advanced Programming where students advance their skills using programming languages like C# and JavaScript to develop video games. Multi-User Environments with emphasis placed on programming concepts that support multiple users simultaneously. 3D Development often involving development and programming advanced video games. Portfolio Building where students augment their professional portfolio and resume with their interactive 3D work. Additionally, this course utilizes industry-standard tools such as the Unity game engine.

Game/Simulation Capstone Project

Instruction relating to the standards in this section should be interspersed throughout the entire course with the other standards taught progressively in the context of game design and development culminating in a final senior capstone project.

Biomedical Academy

PATHWAY in BioMed	9th	10th	11th	12th
Scholar (any level)	Principles of Biomedical Sciences	Human Body Systems	Medical Interventions	BioMed Innovation

Explanation of Symbols	
Symbol	Explanation
*	Course meets Mathematics graduation requirement.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point science courses.
	The computer symbol indicates this course is available in a Pinellas County School virtual learning environment. All Pinellas County School Virtual School (PVS) courses are aligned with the Next Generation Sunshine State Standards (NGSSS) and in the Board approved MS and HS Course Code Directories.

Q Principles of Biomedical Sciences

Course #	8708110
Grade Level	9-10
Length	1 Year
Prerequisite	Biology concurrently scheduled
Credit	1.0, half quality point

Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

Q Human Body Systems

Course #	8708120
Grade Level	10-11
Length	1 Year
Prerequisite	Principals of Biomedical
Credit	1.0, half quality point

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

Q Medical Interventions

Course # 8708130
Grade Level 10-11
Length 1 Year
Prerequisite Human Body Systems
Credit 1.0, half quality point

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

Q Biomed Innovation

Course # 8708140
Grade Level 12
Length 1 Year
Prerequisite Medical Interventions
Credit 1.0, half quality point

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

Culinary Arts

Explanation of Symbols	
Symbol	Explanation
*	Course meets the Arts graduation requirement.
Q	Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point culinary arts courses.

* Nutrition and Wellness

Course #	8500355
Grade Level	9-12
Length	1 Semester (1 st semester)
Prerequisite	None
Credit	0.5

The content includes but is not limited to selection, preparation, service and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness.

* Principles of Food Preparation

Course #	8500390
Grade Level	9-12
Length	1 Semester (2 nd semester)
Prerequisite	None
Credit	0.5

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 the Hospitality & Tourism 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 Hospitality & Tourism career cluster.

The content includes but is not limited to preparing students to understand the principles of food, selection and storage, basic food preparation, and selection of food services.

Advancement Via Individual Determination (AVID)

AVID is a college preparatory program designed for students in the academic middle who have a desire to go to college and are motivated to work hard and succeed. AVID elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities while building a strong support community within the program. These students will be challenged by taking honors and college level coursework in addition to their AVID elective course. Academic mentoring is provided weekly to support students in achieving their personal goals and succeeding in the classroom.

Students in the program must maintain a minimum unweighted GPA of 2.0.

Incoming 9th Grade students who are interested in the program must apply at [pcsb.org/avidapp](https://www.pcsb.org/avidapp). This includes students currently in the middle school AVID elective

*AVID defines 1 yearlong Advanced Placement course or 2 Dual Enrollment courses in alternate semesters as 1 College Level course to satisfy the corequisite.

[High School AVID Application for 2026-27 ELHS – Fill out form](#) – For new enrollments only

AVID I

Course # 17003901
Grade Level 9th Grade AVID Students
Length 1 Year
Corequisite 1 yearlong Honors course
Credit 1.0

The AVID 1 Elective course will serve as an introduction to AVID's philosophy and strategies. Students will set academic and personal goals while adjusting to high school. Students will increase their personal contributions to their learning, as well as school and community involvement. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work collaboratively, learning how to participate in collegial discussions and use sources to support their ideas. Students will prepare for college entrance exams, while refining study skills and test-taking, note-taking, and research techniques. Their college research will include building their knowledge on colleges and careers of interest

AVID II

Course # 17004001
Grade Level 10th Grade AVID Students
Length 1 Year
Corequisite Scheduled into 2 Honors courses
Credit 1.0

The AVID II elective course will refine AVID strategies to meet individual student needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals. Students will expand their writing to include analyzing prompts, supporting claims, character analysis and detailed reflections. Students will also analyze various documents and participate in collaborative discussions while developing leadership skills. Students will expand their vocabulary, continuing to prepare for college entrance exams. Their college research will narrow down their college and careers of interest, based on personal interests and goals.

AVID III

Course # 17004101
Grade Level 11th Grade AVID Students
Length 1 Year
Corequisite Scheduled into 1 College level & 1 Honors course
Credit 1.0

The AVID III Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Each student is required to conduct a research project in 2nd semester. In addition to the academic focus of the AVID junior seminar, there are college-bound activities, research, and tasks during the junior year to support students as they prepare to apply to four-year universities and confirm their postsecondary plans including ACT/SAT support.

AVID IV

Course # 17004201
Grade Level 12th Grade AVID Students
Length 1 Year
Prerequisite Scheduled into 2 College level courses
Credit 1.0

The AVID IV Elective course is the second part in a junior/senior seminar course that focuses on writing and critical thinking - and second-year college students. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, research and tasks during the senior year that support students as they apply to four- year universities and confirm their postsecondary plans including Common App and FASFA support.

Dual Enrollment on Campus

What's required to enroll?

- For academic courses, a 3.0 unweighted cumulative GPA or a 3.0 in the subject area to be studied at SPC.
- For career courses, a 2.0 unweighted cumulative GPA or a 2.0 in the subject area to be studied at SPC.
- Satisfactory scores on the College Placement Test (CPT/PERT), PSAT, SAT, ACT, or CLT.
- To remain in the Dual Enrollment program, you must maintain a college GPA of 2.0 (C average).

	PSAT	SAT	ACT	PERT
Reading	24	24	19	106
English/Writing	25	25	17	103
Math	24	24	19	114
Digital PSAT/SAT Beginning June 2023			Classic Learning Test, Beginning August 2023	
	Digital PSAT	Digital SAT	CLT	
Reading & Writing	490	490	Verbal Reasoning & Writing	38
Math	480	480	Quantitative Reasoning	16

NOTE: Students who register for dual enrollment courses that are offered on campus are required to take the on-campus offering. If the course is full, off-campus offerings will be available.

Q Composition 1

Course #	ENC 1101
Grade Level	11-12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	1.0, full quality point

Composition I, ENC 1101, "is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay including practice in information retrieval from electronic and other sources, and in the selection, restriction, organization and development of topics. It also offers the student opportunities to improve abilities with sentence structure, diction, and mechanics. Selected writing samples are examined as models of form and as sources of ideas for the student's own writing." Meets the graduation requirement for either English III or English IV.

Q Composition 2

Course #	ENC 1102
Grade Level	11-12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA, ENC 1101
Credit	1.0, full quality point

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. Meets the graduation requirement for English IV.

Q Career and College Planning

Course #	SLS 1301
Grade Level	11-12
Length	1 Semester
Prerequisite	2.5 GPA
Credit	0.5, full quality point

Students scoring below the prescribed cut-off score in two or more college preparatory areas must take SLS 1101 and SLS 1126 as co-requisites during their first term of enrollment. This course is designed to strengthen skills essential to success in college, with further applications to post-college plans. Included are study and test-taking strategies; effective interpersonal skills; time management techniques; creative and critical thinking skills; college services and resources; educational policies, procedures, regulations and terminology; and library resources, research strategies, and information skills for online, blended, and traditional learning environments.

Q Introduction to Meteorology

Course #	MET2010
Grade Level	10-12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	1.0, full quality point

Meteorology is the scientific study of the structure of the atmosphere and the processes involved in creating weather. Weather's effects on the earth have always been a major determining factor in the distribution and survival of land-based species. Humans uniquely have developed the ability to understand and manipulate atmospheric processes. Our increasing knowledge of the atmosphere and our expanding technology that can affect it must be accompanied by a responsibility as to its maintenance. A more thorough understanding of the delicate balance between our activities and the dynamics of the atmosphere will hopefully encourage a greater respect for this most vital (and fascinating!) of natural environments.

Q Introduction to Humanities

Course #	HUM 1020
Grade Level	12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	1.0, full quality point

In this course, students will learn about the creative ideas and accomplishments of various cultures in various fields of humanities that may include art, architecture, drama, history, music, literature, philosophy, and religion. The course will include cultural expressions from the western canon and may also include expressions from around the globe. State Core Course Description (State Rule 6A-14.0303). Students will describe, analyze, and interpret primary source examples from the visual, performing, literary, and film arts, and students will learn how artwork & meaning is influenced by its broader context. Topics will include examples from authors, artists, and other creators from a variety of cultures. This course satisfies SPC Humanities General Education Core and Enhanced World View requirements.

Q Western Humanities Ancient to Renaissance

Course #	HUM 2210
Grade Level	12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	1.0, full quality point

This course examines Western cultural and aesthetic perspectives from the Ancient to Renaissance periods with an emphasis on the visual, literary, philosophical, and performing arts. This course partially satisfies the writing requirements outlined in the General Education Requirements. (Note: Study Abroad opportunities may apply to this course (<https://blog.spcollege.edu/international/study-abroad/>)).

Q Introduction to Motion Picture

Course #	ENG 2100
Grade Level	11-12
Length	1 Semester
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	1.0, full quality point

This course is a general survey of motion pictures emphasizing the synthesis of the dramatic, narrative, artistic, and technical components of the medium. (Note: This course has a substantial writing requirement.)

Q * Intro to Theatre Arts

Course #	THE 2000
Grade Level	11-12
Length	1 Semester
Prerequisite	Theatre 3, Unweighted 3.0 GPA
Credit	1.0, full quality point

In this course, students will explore dramatic structure, techniques, and various organizational elements. The course provides an introduction to theatre as a collaborative art form through the critical analysis of its historical context, production, theory, and connections to theatrical literature, including the western canon.

Q * Acting I

Course #	TPP 1100
Grade Level	11-12
Length	1 Semester
Prerequisite	Intro to Theatre Arts, Unweighted 3.0 GPA
Credit	1.0, full quality point

This course will include lectures and discussions to explain, analyze, and evaluate the theories, techniques, and principles of acting common to the various types of styles of dramatic production. Specific work in the areas of voice and body exercises and improvisations is included. Workshop projects help the student to develop his/her acting skill.

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

AP Capstone

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

Q AP Capstone Seminar

Course #	17005001
Grade Level	10, 11
Length	1 Year
Prerequisite	None
Credit	1.0, full quality point

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course includes a final exam in May.

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Q AP Capstone Research

Course #	17005101
Grade Level	11, 12
Length	1 Year
Prerequisite	AP Seminar
Credit	1.0, full quality point

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

Students are required to take the Advanced Placement examination.

A fee will be applied to cover testing costs for any student that does not sit for the final exam.

Exceptional Student Education (ESE)

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

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

Learning Strategies Requirement:

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

Students who are in 10th grade will be placed in Learning Strategies for one semester if their GPA is below 2.5. 11th and 12th graders with a GPA lower than 2.0 and/or have not passed the FAST ELA are required to take one semester of Learning Strategies.

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

Access English 1/2

Course # 7910111
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit May require up to 2 years/2 credits for course completion.

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

Access English 3/4

Course # 7910112
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit May require up to 2 years/2 credits for course completion.

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

Access Algebra 1A

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

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

Access Algebra 1B

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

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

Access Geometry

Course # 7912065
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit May require up to 2 years/credits for course completion.

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

Access Liberal Arts Mathematics

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

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

Access Earth/Space Science

Course # 7920020
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit May require up to 2 years/2 credits for course completion.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Earth/Space Science. Understanding the dynamic relationship between the environment, the Earth and the universe improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: Earth systems, structures, and processes; natural forces, and their effect on Earth and the universe; the transfer of energy and matter; the dynamic nature of the geosphere; the water cycle, weather, and climate; investigative methodology; and renewable and nonrenewable energy resources.

Access Biology 1

Course # 7920015
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit May require up to 2 years/2 credits for course completion.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology 1. Understanding the characteristics of and dynamic relationship between life forms, processes, and the environment improves the ability to predict how we develop, maintain health, and impact our surroundings. The content of this course should include, but not be limited to: biological processes; cell structure and function; health related issues and concerns; physiological processes; characteristics and classifications of plants and animals; plant and animal development, adaptation, and interrelationships; plant, animal, and environment interrelationships; renewable and non-renewable resources and scientific investigation.

Access Chemistry 1

Course # 7920011
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit May require up to 2 years/2 credits for course completion.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Chemistry. Understanding the characteristics of and dynamic relationship between the building blocks of matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: scientific investigation; physical and chemical properties of matter; physical and chemical changes of matter; atomic theory; chemical patterns and periodicity; conservation of energy; interaction of matter and energy; and properties of fundamental forces.

Access United States Government

Course # 7921015
Grade Level 9-12
Length 1 Semester
Prerequisite None
Credit May require up to 2 years/2 credits for course completion.

The purpose of this course is to provide students with cognitive disabilities an understanding of how humans interact with their environment, the concept of citizenship and how to contribute to their communities, advocate for themselves and develop both civic and social competence. The content should include, but not be limited to: origins and purposes of government, law and the American political system; roles, rights and responsibilities of United States Citizens; principles, functions and organization of government; United States foreign policy; characteristics, distribution, and migration of human populations; and human actions that impact the environment.

Access United States History

Course # 7921025
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit May require up to 2 years/2 credits for course completion.

The purpose of this course is to provide students with significant cognitive disabilities an understanding of the development of the United States. The content should include, but not be limited to: causes, course and consequences of the Civil War and Reconstruction; transformation of the American economic, social and political conditions in response to the Industrial Revolution; the changing role of the United States in world affairs; changing social, political and economic conditions of the Roaring Twenties and the Great Depression; causes, course and consequences of World War II; international influence of the United States and the impact of contemporary social and political movements on American life; physical and cultural characteristics of places; characteristics, distribution, and migration of human populations; historical, social and cultural contexts of the arts; and the influence of transportation, trade, communication, science and technology on American culture.

Access Economics with Financial Literacy

Course # 7921022
Grade Level 9-12
Length 1 Semester
Prerequisite None
Credit May require up to 2 years/2 credits for course completion.

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Access HOPE: 9 to 12

Course # 7915015
Grade Level 9-12
Length 1 Year
Prerequisite None
Credit May require up to 2 years/2 credits for course completion.

The purpose of this course is to assist students in developing physical skills and team sensibilities that will promote active participation in home, school, and community learning and social activities to enhance the quality-of-life experiences. Content should include, but not be limited to: physical activity, components of physical fitness, nutrition and wellness planning, diseases and disorders, health advocacy, First Aid and CPR; alcohol, tobacco, and drug prevention; human sexuality (including abstinence and HIV), cognitive abilities, lifetime fitness, movement, and responsible behaviors and values.

***Adaptive Team Sports**

Course # 15003200
Grade Level 9
Length 1 Semester
Prerequisite None
Credit 0.5

The purpose of this course is to provide students with handicapping conditions with opportunities to acquire knowledge of sports appropriate to their level of disability, develop skills in a variety of team sports and maintain and/or improve their personal fitness. The content should include knowledge of the classification system applicable to an individual's specific disability, and knowledge of safety practices. Opportunities will be provided to participate and develop basic skills in a variety of team sports.