

HOME OF ACADEMIC SUCCESS

*Osceola*  
**WARRIORS**

**FUNDAMENTAL HIGH SCHOOL**

**CURRICULUM GUIDE**

**2026-2027**

**WARRIOR PRIDE**



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# Principal's Message

Welcome to the 2026-2027 school year!

This curriculum guide has been designed to help you map out your yearly courses and give you a snapshot of what your educational future will hold at Osceola. Please take this opportunity to review the courses described in this guide. While selecting courses, your decisions should be guided by career interests, special programs, course sequence and levels, graduation requirements, and post-secondary admission policies. To be successful in your selection process, please consider the following:

**Focus on Academics** – We have created a curriculum with rigor and relevance. We have courses appropriate for all levels and we will offer a wide selection of accelerated courses (i.e. Advanced Placement (AP), AICE, Dual Enrollment) for the 2024-2025 school year.

**Challenge Yourself** – You are capable of completing college-level courses! To be successful, you need to have a strong curiosity in the subject and the willingness to work hard.

**Get Involved** – We are proud to have quality programs supporting academia, athletics, and the arts. Our fine arts and practical arts programs are consistently recognized for excellence at both the district and state levels.

**Prepare for the FAST, EOCs, SAT, ACT, CLT, and Beyond** – Every test is vital to your future regarding assessments and opportunity. We are committed to providing special programs that increase student achievement.

**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 collaborating with you to provide a memorable and rewarding academic experience.

Michael C. Bohnet, Principal

## Administration

Michael C. Bohnet	Principal
Matthew Chrispin	Assistant Principal – Grades 9-11, Alpha A-K
Julie Finley, APC	Assistant Principal – Grades 12, Alpha A-Z
Cindy Mucerino	Assistant Principal – Grades 9-11, Alpha L-Z
CJ Lewis	School Resource Officer
Michael Funk	School Resource Officer

## Counselors

Alexandra Havekotte	Grade 9, Alpha A-Z
Krysta Nymark	Grades 10-12, Alpha A-G
Twila Jackson	Grades 10-12, Alpha H-O
Electra Polizzi	Grades 10-12, Alpha P-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 II Superintendent

Ann Welsh

## Superintendent

Kevin K. Hendrick

# Fundamental Program Highlights

Osceola is the first and only, fully fundamental high school in the state of Florida. The idea of a high school designed like schools “used to be” is an ambitious effort that began with the Freshman Class of 2006-2007.

The fundamental program places a strong emphasis on all academic areas as well as the values of respect, responsibility, good study habits, and self-discipline. The importance of home and school, working together to promote successful learning is a critical element of a fundamental school. Students and their parents/guardians sign an agreement to adhere to features unique to the fundamental philosophy. Guidelines include a dress code that exceeds the district dress code and a mandatory monthly meeting requirement for parents.

The program also requires a greater expectation for nightly homework and a parent signature on homework assignments. A system of demerits is in place to ensure that students and parents are informed when assignments are missing.

The ideas are simple, but the challenges of making them work in a modern, public high school are great. This is what makes us unique and is why Osceola High School is where “excellence is fundamental.”

## **FUNDAMENTAL EXPECTATIONS**

### **Students must:**

- Sign and adhere to the Fundamental Commitment Agreement.
- Adhere to all rules and regulations of the Code of Student Conduct.
- Dress and act appropriately per school and fundamental policy.
- Follow all additional requirements listed in fundamental policy.
- Complete all homework/classwork per policy guidelines.

### **Parents must:**

- Sign and adhere to the Fundamental Commitment Agreement.
- Attend eight PTSA, SAC, or Booster meetings throughout the year.
- Attend all conferences when scheduled.
- Sign all homework assignments and tests per policy.

### **Teachers must:**

- Present an image of professionalism.
- Promote and foster positive parent/guardian involvement.
- Maintain an atmosphere of learning and good citizenship.
- Promote academic challenge and excellence for all students.
- Take an active role in school, team, and committee meetings.
- Maintain all records accurately and communicate with parents regularly.
- Participate in ongoing professional training.

# 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. Except for second semester seniors, this provision shall apply to no more than three courses each semester, regardless of the number of periods in a student's schedule. 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 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.
2. The student has five (5) or more absences per semester in any class. If so, the student is required to take the final exam in all classes. For purposes of this policy a student who is not present in class at least one half of the class period shall be counted absent. Preapproved absences for school sponsored activities, religious holidays, and college/post-secondary visitation shall not be counted in calculating the five (5) or more absences specified above. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one (1) day per year for juniors.
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 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 28 colleges of the *Florida College System* serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or earned college credit.

## Career and Technical Colleges and Centers

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

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

## 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 Osceola High School. Students may also continue to participate in extra-curricular activities at OHS. 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, the University of Florida, or the University of South Florida Honors Programs after the 11th grade provided that certain requirements have been satisfied. College application fees and tuition are waived by the college and textbooks are paid for by the school district. This program requires that students spend their senior year as a full-time SPC student, completing high school graduation requirements while working toward their college AA degree.

To be eligible for early admission to college students must:

- have completed three full years of high school,
- 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,
- have obtained the signature of the high school principal on the application for Early Admission to college, 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 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<sup>®</sup> score, Overall Score on the Classic Learning Test (CLT<sup>®</sup>), or combined SAT<sup>®</sup> 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 <sup>1</sup>	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT <sup>®</sup> /CLT <sup>®</sup> /SAT <sup>®</sup> ) <sup>2</sup>	Volunteer Service Hours <sup>2</sup>	Paid Work Hours <sup>2</sup>
FAS	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level) 3 - Natural Science (two must have substantial laboratory)	3.50	2025-26 Graduates: 29/95/1330  2026-27 Graduates: 29/95/1330	100 hours	100 hours
FMS	3 - Social Science  2 - World Language (sequential, in same language)	3.00	2025-26 Graduates: 24/82/1190  2026-27 Graduates: 24/82/1190	75 hours	100 hours

<sup>1</sup> 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](#).

<sup>2</sup> 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)
<b>Minimum Cumulative GPA</b> (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) 2025-2026

### 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. Completes at least three (3) full Career and Technical Education credits
5. Achieve the required minimum 3.5 unweighted GPA in Career and Technical Education credits.
6. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours. For students entering grade 9 in the 2024-2025 school year and thereafter, 75 hours of volunteer service must be completed.
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® (March 1, 2024, and thereafter)	Critical Reading or Evidence-Based Reading and Writing	490
	Mathematics	480
SAT® (Prior to March 1, 2024)	Reading	24
	Writing and Language	25
	Math Test	24
PERT (Only applies to the GSV Scholarship)	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 six (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 toward 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) 2025-2026

### **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 five (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. For students entering grade 9 in the 2024-2025 school year and thereafter, 75 hours of volunteer service must be completed.

Eligible CAPE Certifications: [Bright Futures Course Table](#)

### **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 six (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.

# 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 9<sup>th</sup> and 10<sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup>-11<sup>th</sup> Grade to take the PSAT 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. 11<sup>th</sup> 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, Social Studies, Science and Mathematics. Registration materials for the ACT are available in the guidance office and online at [www.actstudent.org](http://www.actstudent.org).

## **Classic Learning Test (CLT):**

The CLT is an online college entrance exam for 11<sup>th</sup> and 12<sup>th</sup> 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 in the guidance office and online on [www.collegeboard.com](http://www.collegeboard.com).

# Student Services

**Alexandra Havekotte**

School Counselor  
Grade 9, Alpha A-Z

**Julia Long**

College & Career Center Manager

**Krysta Nymark**

School Counselor  
Grades 10-12, Alpha A-G

**Rebecca Presley, Ed.D.**

School Psychologist

**Twila Jackson**

School Counselor  
Grades 10-12, Alpha H-O

**Nikki Reynolds**

School Social Worker

**Electra Polizzi**

School Counselor  
Grades 10-12, Alpha P-Z

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

# Guidance 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

**Registration:**

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

- Registration begins during the second semester.
- Discuss course selections with your teachers and parents.
- Choose electives wisely when completing your registration 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 9th Grade forward 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 9<sup>th</sup> 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, sign up for night school, Pinellas Virtual School (PVS), Florida Virtual School (FLVS), and/or After School Credit Recovery (ASCR)!

### 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 COMMUNITY COLLEGE

- ✓ Visit with a representative in the cafeteria 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 Naviance.
- ✓ 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. Transcripts are free; students can be charged \$2 for official copies. If you are applying to a private school, you will need to request an application directly from them and include an official transcript with your application packet.
- ✓ Complete hours of pre-approved community service for the Bright Futures Scholarship (Bright Futures scholarships cannot be used for remedial courses.)

### College Days

Four (4) documented college visitation days will be allowed for students, beginning at the start of the junior year through the end of the senior year. Armed Forces and vocational school visitations will also fall under this provision. Absences for college/post-secondary visitation are limited to three (3) days per year for seniors and one (1) day per year for juniors.

# Seven Period Day

Osceola High's schedule is a 7-period day schedule. 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. Except for second semester seniors, this provision shall apply to no more than three courses each semester, regardless of the number of periods in a student's schedule. 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.

## 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

Grade 10 Student

Total credits – 7.0

First Semester	Second Semester
English II	English II
Chemistry	Chemistry
Art	Art
Spanish II	Spanish II
Geometry	Geometry
Team Sports 1	Philosophy Honors
World History Honors	World History Honors



# Recommended Course Progressions

## High School 2026-27 Course Progressions

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

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

PATHWAYS in SCIENCE	9th	10th	11th	12th
<b>ADVANCED SCHOLAR SCHOLAR</b>	BIO 1H	Chemistry 1H	AICE Sciences AP Sciences Dual Enrollment	
<b>SCHOLAR</b>	BIO 1H	Chemistry 1 (H or R)	Anatomy & Physiology, Marine Science H, Physics H AICE Sciences AP Sciences Dual Enrollment	
<b>MERIT</b>	Environmental	BIO 1H	Anatomy & Physiology, Marine Science H, Physics H CTE Courses that substitute for EQ Sciences	

PATHWAYS in SOCIAL STUDIES	9th	10th	11th	12th
<b>ADVANCED SCHOLAR/ SCHOLAR</b>	AP Human GEO AP World History AP US Govt Pers. Fin./Money Mgmt. H	AP World History AP European History Pers. Fin./Money Mgmt. H AP Seminar	AP US History Pers. Fin./Money Mgmt. H AP European History AP Research	AP Govt. & AP Econ. (Macro or Micro) Pers. Fin./Money Mgmt. H
<b>SCHOLAR/ MERIT</b>	AP Human GEO World History (AP or H) US Govt (AP or H) Pers. Fin./Money Mgmt. H	World History (AP or H) Pers. Fin./Money Mgmt. H	US History (AP or H) Pers. Fin./Money Mgmt. H	US Govt. H & Econ. (H or AP) Pers. Fin./Money Mgmt. H

# 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 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](http://collegeboard.org/apcapstone).

## Q AP Capstone Seminar

Course #	17005001,2
Grade Level	10, 11
Length	1 Year
Prerequisite	None
Credit	1.0


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 to craft and communicate evidence-based arguments. This course includes a final exam in May.

## Q AP Capstone Research

Course #	17005101,2
Grade Level	11, 12
Length	1 Year
Prerequisite	AP Seminar
Credit	1.0

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.

## 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  [graziano@apcsb.org](mailto:graziano@apcsb.org)  
[ierrvta@apcsb.org](http://ierrvta@apcsb.org)

# 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 9<sup>th</sup> Grade students who are interested in the program must apply at [pcsb.org/avidapp](http://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.

## AVID I

Course #	17003901,2
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 #	17004001,2
Grade Level	10th Grade AVID Students
Length	1 Year
Corequisite	2 yearlong 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 #	17004101,2
Grade Level	11th Grade AVID Students
Length	1 Year
Corequisite	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 2<sup>nd</sup> 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 #	17004201,2
Grade Level	12th Grade AVID Students
Length	1 Year
Prerequisite	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.

# Language Arts

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

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

**NOTE REGARDING AP COURSE EXAMS:** 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.

**NOTE REGARDING HONORS LEVEL COURSES:** Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. The reading level is higher. Students will use a higher level of vocabulary, do more writing, to meet the standards of more challenging content. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

## \* English 1

Course #	10013101,2
Grade Level	9
Length	1 Year
Prerequisite	M/J Language Arts 3 (any level)
Credit	1.0

English 1 focuses on the 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. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

## Q \* English Honors 1

Course #	10013201,2
Grade Level	9
Length	1 Year
Prerequisite	M/J Language Arts 3A or M/J Language Arts 3
Credit	1.0

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.

### \* English 2

Course #	10013401,2
Grade Level	9-10
Length	1 Year
Prerequisite	English 1 (any level)
Credit	1.0

English II focuses on the 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 papers. Speaking and listening skills, vocabulary skills, study skills, reference skills, and a study of mass media are also included.

### Q \* English Honors 2

Course #	10013501,2
Grade Level	9-10
Length	1 Year
Prerequisite	English Honors 1 or English 1
Credit	1.0

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.

### \* English 3

Course #	1001370
Grade Level	10-11
Length	1 Year
Prerequisite	English 1 and English 2
Credit	1.0

This course focuses on the 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. Additionally, speaking and listening skills, vocabulary skills, study skills, reference skills, a study of mass media, and practical writing will be included.

### Q \* English 3 Honors

Course #	10013801,2
Grade Level	10
Length	1 Year
Prerequisite	English Honors 2 or English 2
Credit	1.0

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.

### \* English 4

Course #	10014001,2
Grade Level	11-12
Length	1 Year
Prerequisite	English 3 (any level)
Credit	1.0

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

### Q \* English Honors 4

Course #	10014101,2
Grade Level	11-12
Length	1 Year
Prerequisite	English Honors 3 or English 3
Credit	1.0

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

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 engage 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.

**NOTE:** 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 #	10014301,2
Grade Level	12 (in some cases, grade 11)
Length	1 Year
Prerequisite	English Honors 3 or AP English Language and Composition
Credit	1.0

AP English Literature and Composition engage 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.

**NOTE:** 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**

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

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**

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

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.

# Language Arts Elective Courses

## **Creative Writing 1**

Course #	10093200
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

The purpose of this course is to develop skills in writing through the study of literary forms. Emphasis is placed on using all aspects of the writing process to produce publishable pieces of writing in various literary forms. Students will evaluate representative examples of literature as models for writing.

## **Creative Writing 2**

Course #	10093300
Grade Level	9-12
Length	1 Semester
Prerequisite	Creative Writing 1
Credit	0.5

The purpose of this course is to extend the development of the writing and language skills needed for individual expression in literary forms as introduced in Creative Writing I. Emphasis is placed on writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction. The technical aspects of publishing students' work in literary publications are included.

## **Q Creative Writing Honors 3**

Course #	100933101,2
Grade Level	9-12
Length	1 Year
Prerequisite	Creative Writing 2
Credit	1.0

The purpose of this course is to extend the development of the writing and language skills needed for individual expression in literary forms as introduced in Creative Writing I. Emphasis is placed on writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction. The technical aspects of publishing students' work in literary publications are included.

## **Q Creative Writing Honors 4**

Course #	100933201,2
Grade Level	9-12
Length	1 Year
Prerequisite	Creative Writing 3
Credit	1.0

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on the development of a personal writing style.

## **Journalism 1**

Course #	10063001,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

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.

## **Journalism 2 (Newspaper or Yearbook)**

Course #	10063101,2
Grade Level	9-12
Length	1 Year
Prerequisite	Journalism 1
Credit	1.0

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experience in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes. Students will produce the school newspaper and/or the school yearbook.

**Q Journalism 3 (Newspaper or Yearbook)**

Course # 10063201,2  
 Grade Level 10-12  
 Length 1 Year  
 Prerequisite Journalism 2 (Newspaper or Yearbook)  
 Credit 1.0

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experience in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes. Students will produce the school newspaper and/or the school yearbook.

**Q Journalism 4 (Newspaper or Yearbook)**

Course # 10063201,2  
 Grade Level 10-12  
 Length 1 Year  
 Prerequisite Journalism 3 (Newspaper or Yearbook)  
 Credit 1.0

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experience in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes. Students will produce the school newspaper and/or the school yearbook.


**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. Effective implementation requires the support to be matched to student needs and is provided by the most experienced, and/or specialized expert. 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.

# Mathematics

PATHWAYS in MATHEMATICS	8th	9th	10th	11th	12th
<b>ADVANCED SCHOLAR/ SCHOLAR</b> <i>(Algebra credit met in 7th Grade)</i>	GEO H	ALG 2H		Math for College Algebra AP Math Courses Dual Enrollment	
<b>SCHOLAR</b>	ALG 1H	GEO H		Math For College Liberal Arts ALG 2 Math for Data and Financial Literacy Math for College Algebra Probability and Statistics Honors AP Math Courses Dual Enrollment	
<b>MERIT</b>	Pre-ALG	ALG 1A ALG 1	ALG 1 GEO	Math for College Liberal Arts ALG 2 Math for Data and Financial Literacy Math for College Algebra 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 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.

**Students will be placed in their math classes according to state assessment results and grades through Algebra II.**

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 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.

**All mathematics courses will have a \$5.00 lab fee to cover the cost of supplemental materials.**

**NOTE REGARDING AP COURSE EXAMS:** 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.

**NOTE REGARDING HONORS LEVEL COURSES:** Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. The reading level is higher. Students will use a higher level of vocabulary, do more writing, to meet the standards of more challenging content. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

**\* Algebra 1A**

Course #	12003701,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0
Lab Fee	\$5.00

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 (EOC Course)**

Course #	12003101,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0
Lab Fee	\$5.00

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.

**📖 \* Geometry (EOC Course)**

Course #	12063101,2
Grade Level	9-12
Length	1 Year
Prerequisite	Algebra 1 grade minimum of C; Algebra 1 EOC Level 1-3
Credit	1.0
Lab Fee	\$5.00

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, spheres, trigonometric ratios, problem solving strategies and literacy strategies.

**📖 Q \* Geometry Honors (EOC Course)**

Course #	12063201,2
Grade Level	9-12
Length	1 Year
Prerequisite	Algebra 1 grade minimum of B; Algebra 1 EOC Level 3-5
Credit	1.0
Lab Fee	\$5.00

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, truth tables, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, vectors, Fibonacci sequence, golden ratio, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, cross sections, spheres, coordinate geometry, trigonometric ratios, problem solving strategies and literacy strategies.

**📖 Math for College Liberal Arts**

Course #	12073501,2
Grade Level	10-12
Length	1 Year
Prerequisite	Geometry grade minimum D; Algebra 1/Geometry EOC Level 1-2
Credit	1.0
Lab Fee	\$5.00

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 #	12003841,2
Grade Level	10-12
Length	1 Year
Prerequisite	Geometry or higher
Credit	1.0
Lab Fee	\$5.00

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.

### \* Algebra 2

Course #	12003301,2
Grade Level	9-12
Length	1 Year
Prerequisite	Geometry grade minimum B; Algebra 1/Geometry EOC Level 3-5
Credit	1.0
Lab Fee	\$5.00

The purpose of this course is to continue the study of the structure of algebra and to apply these skills to fields such as science, social science, statistics, and health-related fields. Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, rational expressions and equations, absolute value, direct, inverse and joint variation, arithmetic and geometric sequences and series, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomials, problem solving strategies and literacy strategies.

### Q \* Algebra 2 Honors

Course #	12003401,2
Grade Level	9-12
Length	1 Year
Prerequisite	Geometry Honors grade minimum B; Algebra 1/Geometry EOC Level 3-5
Credit	1.0
Lab Fee	\$5.00

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 for College Algebra

Course #	12007101,2
Grade Level	10-12
Length	1 Year
Prerequisite	Algebra 2 or higher
Credit	1.0
Lab Fee	\$5.00

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 \* Probability and Statistics with Applications Honors

Course #	12103001,2
Grade Level	11-12
Length	1 Year
Prerequisite	Algebra 2 or higher
Credit	1.0
Lab Fee	\$5.00

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.

### Q \* Advanced Placement Statistics

Course #	12103201,2
Grade Level	11-12
Length	1 Year
Prerequisite	Algebra 2 grade minimum B
Credit	1.0
Lab Fee	\$5.00

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.

**📖 Q \* Advanced Placement Precalculus**

Course #	12023051,2
Grade Level	10-12
Length	1 Year
Prerequisite	1 Full Credit of Algebra 2H minimum grade B; Algebra 1/Geometry EOC Level 3-5
Credit	1.0
Lab Fee	\$5.00

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. This course is replacing the Honors Precalculus course because the content and skills learned are essentially the same, while the AP course affords students the opportunity to meet the basic math requirements for a college degree, eliminating the greatest hurdle many students experience in their first year of college.

**Q \* Advanced Placement Calculus AB**

Course #	12023101,2
Grade Level	11-12
Length	1 Year
Prerequisite	Precalculus grade minimum B
Credit	1.0
Lab Fee	\$5.00

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

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

**Q \* Advanced Placement Calculus BC**


Course #	12023201,2
Grade Level	12
Length	1 Year
Prerequisite	Successful completion of Advanced Placement Calculus AB
Credit	1.0
Lab Fee	\$5.00

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.

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

# Sciences


PATHWAYS in SCIENCE	9th	10th	11th	12th
<b>ADVANCED SCHOLAR SCHOLAR</b>	BIO 1H	Chemistry 1H	AICE Sciences AP Sciences Dual Enrollment	
<b>SCHOLAR</b>	BIO 1 (H or R)	Chemistry 1 (H or R)	Anatomy & Physiology, Marine Science H, Physics H AICE Sciences AP Sciences Dual Enrollment	
<b>MERIT</b>	Environmental	BIO 1	Anatomy & Physiology, Marine Science H, Physics H CTE Courses that substitute for EQ Sciences	

Explanation of Symbols	
Symbol	Explanation
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.

**AP, AICE, & EOC science courses have a \$10.00 lab fee per course.**

**NOTE REGARDING AP COURSE EXAMS:** 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.

**NOTE REGARDING HONORS LEVEL COURSES:** Honors courses cover essentially the same topics and skills as regular classes but at higher levels of complexity, greater depth, and a faster pace. The reading level is higher. Students will use a higher level of vocabulary, do more writing, to meet the standards of more challenging content. Honors courses are recommended for students with either an average English grade of at least a C or enrollment in AVID.

 **Biology 1 (EOC Course)**

Course #            20003101,2  
 Grade Level        9-12  
 Length              1 Year  
 Prerequisite        None  
 Credit                1.0

This course focuses on the study of life through the examination of fundamental concepts such as cellular biology, genetics, ecology, plants, evolution, 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.

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

 **Q Biology 1 Honors (EOC Course)**

Course #            20003201,2  
 Grade Level        9-12  
 Length              1 Year  
 Prerequisite        Advanced 8th grade science with recommended grade of C or higher.  
 Credit                1.0

This advanced course will cover the same topics as biology 1, but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher, and more reading will be needed. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Advanced 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.

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

### **Environmental Science**

Course #	20013401,2
Grade Level	10-12
Length	1 Year
Prerequisite	None
Credit	1.0

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.

### **Chemistry 1**

Course #	20033401,2
Grade Level	9-12
Length	1 Year
Prerequisite	Algebra 1
Credit	1.0
Lab Fee	\$5.00

This course will provide students with the study of the composition, properties, and changes associated with matter. Topics covered will be forms and structure of matter, periodic table, compounds, chemical reactions, stoichiometry, fluids, acids and bases, rates and equilibrium, and nuclear processes. 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 Chemistry 1 Honors**

Course #	20033501,2
Grade Level	9-12
Length	1 Year
Prerequisite	Algebra 1
Credit	1.0
Lab Fee	\$5.00

This advanced course will cover the same topics as chemistry 1, but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher, and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Advanced 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.

### **Q Physics 1 Honors**

Course #	20033901,2
Grade Level	10-12
Length	1 Year
Prerequisite	Algebra 2
Credit	1.0
Lab Fee	\$5.00

This course will provide students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics include motion, forces, work, energy, power, momentum, thermal physics, waves, electricity, magnetism, and modern physics. 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.

### **Q Anatomy and Physiology Honors**

Course #	20003601,2
Grade Level	9-12
Length	1 Year
Prerequisite	Biology 1 or 1H
Credit	1.0
Lab Fee	\$5.00

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.

### **Q Marine Science 1 Honors**

Course #	20025101,2
Grade Level	9-12
Length	1 years
Prerequisite	Biology 1 and Chemistry 1 (can be taken concurrently)
Credit	1.0
Lab Fee	\$5.00

This advanced course will cover biological, physical, and chemical oceanography, and marine ecology. 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. 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.

### **Q Cambridge Advanced International Certification of Education (AICE) Marine Science**

Course #	20025151,2
Grade Level	10-12
Length	1 Year
Prerequisite	Biology or Marine Science 1 Honors
Credit	1.0
Lab Fee	\$5.00

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.**

### **Q AP Biology**

Course #	20003401,2
Grade Level	10-12
Length	1 Year
Prerequisite	Recommended Biology 1 and Chemistry 1
Credit	1.0
Lab Fee	\$10.00

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.**

### **Q AP Chemistry**

Course #	20033701,2
Grade Level	10-12
Length	1 Year
Prerequisite	Recommended Chemistry 1 and ALG 2
Credit	1.0
Lab Fee	\$10.00

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.**

**Q AP Environmental Science**

Course #	20013801,2
Grade Level	9-12
Length	1 Year
Prerequisite	Recommended 2 years high school laboratory science (life science and physical), algebra
Credit	1.0
Lab Fee	\$10.00

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.**

**Q AP Physics 1**


Course #	20034201,2
Grade Level	10-12
Length	1 Year
Prerequisite	Geometry and Algebra 2 (can be taken concurrently)
Credit	1.0
Lab Fee	\$10.00

A first-semester introductory college course in algebra-based physics. Learn about the foundational principles of physics as you explore Newtonian mechanics; work, energy, and power; simple harmonic motion, rotational dynamics, and fluid dynamics. You will do hands-on laboratory work to investigate phenomena. Topics include Kinematics, Dynamics, Circular motion and Gravitation, Energy, Momentum, Simple Harmonic Motion, Torque and Rotational Motion and Fluid Dynamics.

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

# Social Studies

PATHWAYS in SOCIAL STUDIES	9th	10th	11th	12th
<b>ADVANCED SCHOLAR SCHOLAR</b>	AP Human GEO AP World History AP US Govt Pers. Fin./Money Mgmt. H	AP World History AP European History Pers. Fin./Money Mgmt. H AP Seminar	AP US History Pers. Fin./Money Mgmt. H AP European History AP Research	AP Govt. & AP Econ. (Macro or Micro) Pers. Fin./Money Mgmt. H
<b>SCHOLAR MERIT</b>	AP Human GEO World History (AP or H) US Govt (AP or H) Pers. Fin./Money Mgmt. H	World History (AP or H) Pers. Fin./Money Mgmt. H	US History (AP or H) Pers. Fin./Money Mgmt. H	US Govt. H & Econ. (H or AP) Pers. Fin./Money Mgmt. 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 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.

## Q \* United States Government Honors

Course #	21063200
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

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

## Q \* Advanced Placement United States Government and Politics

Course #	21064200
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

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.**

## Q \* Personal Finance and Money Management Honors

Course #	2102373
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

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 \* World History Honors**

Course #	21093201,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

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 #	21094201,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

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.**

### **Q \* United States History Honors (EOC Course)**

Course #	21003201,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

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

Students in an honors class will study and analyze primary source documents, write document-based question essays, and incorporate additional reading and current events.

### **Q \* Advanced Placement United States History**

Course #	21003301,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

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.**

### **Q Economics Honors**

Course #	21023201
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

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

### **Q \* Advanced Placement Macroeconomics**

Course #	21023700
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system 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.**

### **Q \* Advanced Placement Microeconomics**

Course #	21023600
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

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.**

## **Social Studies Electives**

### **Q \* Advanced Placement United States Comparative Government and Politics**

Course #	2106430
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

In this course, students will examine the political institutions and processes of six different countries—China, Iran, Mexico, Nigeria, Russia, and the United Kingdom—and compare the ways they address problems. You will analyze data and readings to draw conclusions about political systems. Students registering for this course should have taken at least 1 of the following courses: AP US Government and Politics, AP World History, AP US History, or AP European History.

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

### **Q Advanced Placement European History**

Course #	21093801,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

Students analyze the development of Europe within the context of history by examining connections to the past 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.**

### **Q Advanced Placement Human Geography**

Course #	21034001,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

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.**

### **Q Advanced Placement Psychology**

Course #	21073501,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

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.**

### **Q Holocaust History Honors**

Course #	2100405
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systemic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century programs and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism and stereotyping.

### **Q Philosophy Honors**

Course #	2120910
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5

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.

### **Sociology**

Course #	21083000
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	Half credit (.5)

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

### **World Religions**

Course #	2105310
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.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they 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, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

# 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.

Explanation of Symbols	
Symbol	Explanation
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.

## Spanish 1

Course #	07083401,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0
Lab Fee	\$5.00

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 #	07083501,2
Grade Level	9-12
Length	1 year
Prerequisite	Spanish 1 or equivalent
Credit	1.0
Lab Fee	\$5.00

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 #	07083601,2
Grade Level	9-12
Length	1 Year
Prerequisite	Spanish 2 or equivalent
Credit	1.0
Lab Fee	\$5.00

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 #	07083701,2
Grade Level	9-12
Length	1 Year
Prerequisite	Spanish 3 or equivalent
Credit	1.0
Lab Fee	\$5.00

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 #	07084001,2
Grade Level	9-12
Length	1 Year
Prerequisite	Spanish 4 and/or 5 or equivalent
Credit	1.0
Lab Fee	\$20.00

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

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

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

### **Q Advanced Placement: Spanish Literature & Culture**


Course #	07084101,2
Grade Level	9-12
Length	1 Year
Prerequisite	Spanish 4 and/or 5 or equivalent
Credit	1.0
Lab Fee	\$20.00

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

The purpose of this course is to 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.**

# 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 principals 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 an athletic waiver or JROTC waiver by meeting specific criteria shown in Board Policy 5.13.

**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 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. The content will build on the skills, strategies, and rules focused on in Basketball 1. Strategies of team 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 provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, flag football, flicker ball, gatorball, soccer, softball, speedball, track and field, and volleyball. Strategies of team sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

**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 Weightlifting 1**

Course # 1501410  
Grade Level 11-12  
Length 1 Semester  
Prerequisite Weight Training 3  
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	10-12
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's 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

Visual Arts Course Progression		
	2D Art	3D Art
<b>1<sup>st</sup> Year</b>	Creating 2D Art OR 2D Studio Art 1	Creating 3D Art OR 3D Studio Art
<b>2<sup>nd</sup> Year</b>	2D Studio Art 2	3D Studio Art 2
<b>3<sup>rd</sup> Year</b>	Portfolio Development 2D Honors	Portfolio Development 3D Honors
<b>4<sup>th</sup> Year</b>	AP Studio Art: Drawing AP Studio Art: 2D Design	AP Studio Art: 3D Design

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.

## \* Creating Two-Dimensional Art

Course #	0101355
Grade Level	9-12
Length	1 Semester
Prerequisite	None
Credit	0.5
Lab Fee	\$30.00

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials. There is no pre-requisite for this course.

## \* Two-Dimensional Studio Art 1

Course #	01013001,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0
Lab Fee	\$30.00

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 #	01013101,2
Grade Level	10-12
Length	1 Year
Prerequisite	Two-Dimensional Studio Art 1
Credit	1.0
Lab Fee	\$30.00

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.

**\* Creating Three-Dimensional Art**

Course # 0101365  
Grade Level 9-12  
Length 1 Semester  
Prerequisite None  
Credit 0.5  
Lab Fee \$30.00

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials. There is no pre-requisite for this course.

**\* Three-Dimensional Studio Art 1**

Course # 01013301,2  
Grade Level 9-12  
Length 1 Year  
Prerequisite None  
Credit 1.0  
Lab Fee \$30.00

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 # 01013401,2  
Grade Level 10-12  
Length 1 Year  
Prerequisite Three-Dimensional Studio Art 1  
Credit 1.0  
Lab Fee \$30.00

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.

**\* Fine Craft Studio Art 1**

Course # 01014401,2  
Grade Level 9-12  
Length 1 Year  
Prerequisite None  
Credit 1.0  
Lab Fee \$15.00

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

**\* Fine Craft Studio Art 2**

Course # 01014401,2  
Grade Level 10-12  
Length 1 Year  
Prerequisite Fine Craft Studio Art 1  
Credit 1.0  
Lab Fee \$30.00

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

**Q \* Portfolio Development: Two-Dimensional Honors**

Course #	01093201,2
Grade Level	10-12
Length	1 Year
Prerequisite	2 Years of Visual Art Must provide your own Flash Drive
Credit	1.0
Lab Fee	\$30.00

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 #	01093301,2
Grade Level	10-12
Length	1 Year
Prerequisite	2 Years of Art Must provide your own Flash Drive
Credit	1.0
Lab Fee	\$30.00

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

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.

**Q \* Advanced Placement 2-D Art and Design**

Course #	01093501,2
Grade Level	10-12
Length	1 Year
Prerequisite	2 years of art Must provide your own Flash Drive
Credit	1.0
Lab Fee	\$30.00

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.**

**Q \* Advanced Placement 3-D Art and Design**

Course #	01093601,2
Grade Level	10-12
Length	1 Year
Prerequisite	2 years of art Must provide your own Flash Drive
Credit	1.0
Lab Fee	\$30.00

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.**

# Performing 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 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.
<b>NOTE:</b>	Due to the nature of performance classes, some upper-level music and theatre classes may require an audition.

### \* Band 3

Course #            13023201,2  
 Grade Level        9-12  
 Length              1 Year  
 Prerequisite        Band 2 ♪  
 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 #            13023301,2  
 Grade Level        9-12  
 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, demonstrate an understanding of musical form, and evaluate musical performance as a participant and as a listener.

### Q \* Band 5 Honors

Course #            13023401,2  
 Grade Level        9-12  
 Length              1 Year  
 Prerequisite        Band 4 ♪  
 Credit                1.0

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 #            13023501,2  
 Grade Level        9-12  
 Length              1 Year  
 Prerequisite        Band 5 ♪  
 Credit                1.0

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**

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 #	13024701,2
Grade Level	9-12
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 #	13024801,2
Grade Level	9-12
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 Honors**

Course #	13024901,2
Grade Level	9-12
Length	1 year
Prerequisite	Instrumental Ensemble 3 🎵 or Band 4
Credit	1.0

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.

**Q \* Instrumental Techniques 4 Honors**

Course #	13024501,2
Grade Level	9-12
Length	1 Year
Prerequisite	Instrumental Techniques 3 🎵 or Band 4
Credit	1.0

This course will give the student an opportunity to demonstrate advanced solo performance skills and independence in the interpretation of grades IV and V solo literature. The student will integrate performance techniques independently, formulate critical evaluations and make 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.

**\* Orchestra 1**

Course #	13023601,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

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

**\* Orchestra 2**

Course # 13023701,2  
Grade Level 9-12  
Length 1 Year  
Prerequisite Orchestra 1 🎵  
Credit 1.0

The purpose of this course is to provide ensemble experiences on orchestral instruments and to develop skills in characteristic tone production, performance techniques, musical literacy and music appreciation.

**\* Orchestra 3**

Course # 13023801,2  
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, establish appropriate tone production and performance techniques, and identify musical form and style periods.

**\* Orchestra 4**

Course # 13023901,2  
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 # 13024001,2  
Grade Level 9-12  
Length 1 Year  
Prerequisite Orchestra 4 🎵  
Credit 1.0

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 # 13024101,2  
Grade Level 9-12  
Length 1 Year  
Prerequisite Orchestra 5 🎵  
Credit 1.0

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**

Course # 13013201,2  
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 # 13013301,2  
 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 # 13013401,2  
 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 # 13013501,2  
 Grade Level 9-12  
 Length 1 Year  
 Prerequisite Guitar 3 🎸  
 Credit 1.0

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**

Course # 13013601,2  
 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 # 13013701,2  
 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 # 13013801,2  
 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 # 13013901,2  
 Grade Level 9-12  
 Length 1 Year  
 Prerequisite Keyboard 3 🎹  
 Credit 1.0

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

**\* Chorus 3**

Course # 13033201,2  
Grade Level 9-12  
Length 1 Year  
Prerequisite Chorus 2 🎵  
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 # 13033301,2  
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 # 13033401,2  
Grade Level 9-12  
Length 1 Year  
Prerequisite Chorus 4 🎵  
Credit 1.0

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 # 13033501,2  
Grade Level 9-12  
Length 1 Year  
Prerequisite Chorus 5 🎵  
Credit 1.0

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 # 13034401,2  
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 # 13034501,2  
Grade Level 9-12  
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 # 13034601,2  
Grade Level 9-12  
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 # 13034701,2  
 Grade Level 9-12  
 Length 1 Year  
 Prerequisite Vocal Ensemble 3 🎵 or Chorus 4  
 Credit 1.0

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.

**\* Eurythmics 1**

Course # 13053001,2  
 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 # 13053101,2  
 Grade Level 9-12  
 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 # 13053201,2  
 Grade Level 9-12  
 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 # 13053301,2  
 Grade Level 9-12  
 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**

Course # 04007001,2  
 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 # 04007101,2  
Grade Level 9-12  
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 # 04007101,2  
Grade Level 9-12  
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 for Light and Sound 1**

Course # 04004081,2  
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 2**

Course # 04004201,2  
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 # 04004301,2  
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 # 04004401,2  
Grade Level 11-12  
Length 1 Year  
Prerequisite Technical Theatre: Design and Production 3  
Credit 1.0

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**

Course # 04003101,2  
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 # 04003201,2  
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 # 04003301,2  
Grade Level 10-12  
Length 1 Year  
Prerequisite Theatre 2  
Credit 1


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

**Q \* Theatre 4 Honors**

Course # 04003401,2  
Grade Level 10-12  
Length 1 Year  
Prerequisite Theatre 3  
Credit 1.0

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.

# Business

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 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 \* AP Computer Science Principles

Course #	02003351,2
Grade Level	9-12
Length	1 Year
Prerequisite	None
Credit	1.0

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.

## Q \* Advanced Placement Cybersecurity

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

AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

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

Course #	83030101,2
Grade Level	11-12
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 #	83030201,2
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 #	83004101,2
Grade Level	11-12
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 timecard 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.

**Voluntary Public Service (Teacher Assistant 2)**

Course #	0500370
Grade Level	11-12
Length	1 Semester
Prerequisite	Workplace Essentials
Credit	0.5

The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others. The content should include, but not be limited to, the following: identification of school community based needs, organized response to identified needs, the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available, methods that require students to identify, organize, and use resources appropriately, interpersonal relationships and improved personal growth, the ability to acquire and use information -an understanding of social, organizational, and technological systems, acquiring skills to work with a variety of tools and equipment, improve personal qualities and higher-order thinking skills, development and implementation of a personal plan for involvement in school or community service.

# Center for Technology, Entertainment, & Design (CTED)

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 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 #           82073101,2  
 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 #           82095101,2  
 Grade Level       10-12  
 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 #           82095201,2  
 Grade Level       10-12  
 Length             1 Year  
 Prerequisite       Digital Design 1  
 Credit              1.0

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

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.

## Q \* Business and Entrepreneurial Principles

Course #           82151201,2  
 Grade Level       10-12  
 Length             1 Year  
 Prerequisite       Digital Information Technology  
 Credit              1.0

This course is designed to introduce 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 # 82151301,2  
 Grade Level 10-12  
 Length 1 Year  
 Prerequisite Business and Entrepreneurial Principles  
 Credit 1.0

This course introduces 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.

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

Course # 88274101,2  
 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 # 88274201,2  
 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

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.

**\* Web Development Technologies**

Course # 9003460  
 Grade Level 9-12  
 Length 1 Year  
 Prerequisite Digital Information Technology  
 Credit 1.0

This course provides instruction in web design, WYSIWYG editor and/or web animation software for webpage design. Students will gain proficiency in the use of digital photography and digital imaging to create suitable webpages for publishing to the internet. Additionally, student will learn how to host, monitor and analyze website performance as well as the skills on how to attract and track traffic for a website.

**\* Cybersecurity Fundamentals**

Course # 9003490  
 Grade Level 9-12  
 Length 1 Year  
 Prerequisite Web Development Technologies  
 Credit 1.0

This course introduces core cybersecurity concepts, focusing on threats, protective measures, and securing digital information across personal, organizational, and national levels, building foundational skills in computer safety, network security, and incident prevention. Students learn about access control, cryptography, compliance, and data security within an evolving tech landscape, preparing them for further specialized studies or entry-level IT security roles.

**\* JavaScript Programming**

Course # 90075201,2  
Grade Level 9-12  
Length 1 Year  
Prerequisite Procedural Programming  
Credit 1.0

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.

# Digital Media

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 prepare students for initial employment as production assistants, audio/video equipment technician, video/TV camera operators, video editors, multimedia artists/animators and broadcast technicians.

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 Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for the overall production of digital video activities (e.g., scripts, lighting, camera operation, electronic news gathering, field/studio production, video editing).

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

## \* Digital Media Fundamentals

Course #	90051101,2
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1.0
Lab Fee	\$10.00

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 #	90051201,2
Grade Level	9-12
Length	1 year
Prerequisite	Digital Media Fundamentals
Credit	1.0
Lab Fee	\$10.00

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 #	90051301,2
Grade Level	9-12
Length	1 year
Prerequisite	Digital Media Production Systems
Credit	1.0
Lab Fee	\$10.00

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.

**\* Advanced Digital Media Systems**

Course # 90051401,2  
Grade Level 9-12  
Length 1 year  
Prerequisite Digital Video Delivery Systems  
Credit 1.0  
Lab Fee \$10.00

Students will demonstrate proficiency in all phases of the digital video production process (pre-production, production, post-production). Adobe/Apple 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.

**\* O-Town Live Morning Show**

Course # 90051101,2 Digital Media Fundamentals  
90051201,2 Digital Media Production Systems  
90051301,2 Digital Media Production Systems  
90051401,2 Advanced Digital Media Systems  
Grade Level 9-12  
Length 1 year  
Prerequisite Digital Media Production Systems or instructor approval  
Credit 1.0  
Lab Fee \$10.00

Students in this class will produce, direct, write and anchor the live morning newscast-O-Town Live under the direction of the teacher. O-Town Live is a hands-on class designed to promote interest and training into all that goes on in a television newscast and studio. This course will help you gain a better understanding of what it takes to put together a full broadcast from pre-production to airtime.

# Pre-Engineering & Manufacturing Academy (PEMA)

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 # 84011101,2  
 Grade Level 9-12  
 Length 1 year  
 Prerequisite None  
 Credit 1.0  
 Lab Fee \$25.00

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 # 84011201,2  
 Grade Level 9-12  
 Length 1 Year  
 Prerequisite Applied Engineering Technology 1  
 Credit 1.0  
 Lab Fee \$25.00

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 # 84011301,2  
 Grade Level 9-12  
 Length 1 Year  
 Prerequisite Applied Engineering Technology 2  
 Credit 1.0  
 Lab Fee \$25.00

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 # 86019001,2  
 Grade Level 9-12  
 Length 1-3 years  
 Prerequisite Completed three credits of a site Technology Education Program  
 Credit 1.0 – 3.0

This Advanced Applications in Technology course may be taken by a student for one or more semesters. A student may earn multiple credits in this course. 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 the knowledge previously learned, not only in technology education but across the curriculum.

# Culinary Arts – Academy of Distinction (with Honors)

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.

This program provides students with the opportunity to learn about the restaurant and food service industry. The recommended curriculum, ProStart, was created by the National Restaurant Association. Students learn basic food preparation, accounting, cost control, sanitation, and workplace safety. Students will be given opportunity to potentially receive Food Handlers and Managers certification. On-the-job training through internships and job site mentoring are an important part of the instruction. Upon successful completion of this program, students are eligible for Cook-Restaurant Dual Enrollment course with Pinellas Technical College, which we provide on campus at Osceola Fundamental High School.

## **Culinary Center of Excellence Subject Overview:**

The purpose of the Culinary Center of Excellence is to facilitate students with a deep interest in culinary arts. The students are to experience aspects of the industry that will be conducted in and out of regular class time. The focus will be on culinary education as defined by the Florida Department of Education course standards. In the Culinary Center students will study different types of food service establishments and food related careers. They will apply the fundamental principles of food preparation and service to various projects. Students will acquire a basic knowledge of nutrition as they participate in the planning, preparation and service of a variety of foods using commercial equipment in a professional kitchen. National standards for safe and sanitary food handling will be emphasized and applied as students develop the ability to work effectively as a cooperative member of a food production and service team. As students graduate from the Osceola Fundamental High School Culinary Center of Excellence, students will have industry certifications and the opportunity to attend post-secondary culinary schools.

### After 9<sup>th</sup> and 10<sup>th</sup> Grade:

1. After 9<sup>th</sup> grade – maintain a GPA of 2.5 on a 4.0 scale and become certified in National Registry of Food Safety Professionals: First Principles of Food Handlers (must pass this certification to go onto Culinary 2).
2. Students will be able to pass the ProStart Level I certification, in line with the National Restaurant Association guidelines (must pass this to go onto Dual Enrollment Culinary).
3. Students will finish 200 work/volunteer hours related to the foodservice industry (after 10<sup>th</sup> grade).
4. Students will become certified as a ServSafe Manager, a major industry certification, in Culinary 3. (Must pass this certification to go onto Dual Enrollment).

### After 11<sup>th</sup> and 12<sup>th</sup> Grade:

1. Students will finish 400 work/volunteer hours (the 200 to be completed by the end of 10<sup>th</sup> grade are included in this) related to the food service industry.
2. Students will be able to pass the ProStart Level II certification (in Culinary 4), in line with the National Restaurant Association Guidelines.
3. Students will complete a Capstone Project and attempt to compete at the Annual State ProStart competition with their Capstone Projects (in Culinary 4).

Students in the Culinary Center of Excellence will also have the opportunity to compete in local, state and national culinary competitions such as ProStart, SkillsUSA, and FCCLA.

**The daily dress code for this course includes required closed-toed shoes and an apron for Culinary 1. An apron will be provided but must be returned at the end of the year or a \$10.00 charge will ensue. Closed-toed shoes and a chef coat are required for Dual Enrollment. Students who are unable to purchase a new jacket will have a previously owned jacket loaned to them for the school year. Additional Fee: It is recommended students purchase their own chef coat. The fee for this is an additional \$25.00.**

### **\* Culinary Arts 1**

Course # 88005201,2  
 Grade Level 9-10  
 Length 1 Year  
 Prerequisite None  
 Credit 1.0  
 Lab Fee \$30.00 per semester

### **\* Culinary Arts 2**

Course # 88005301,2  
 Grade Level 10-11  
 Length 1 Year  
 Prerequisite None  
 Credit 1.0  
 Lab Fee \$30.00 per semester

**Q \* Cook-Restaurant**

Course #	HMV0170
Grade Level	11-12
Length	1 Year
Prerequisite	Culinary 1 and Culinary 2 Passing score on ServSafe certification exam
Credit	2.0
Lab Fee	\$30.00 per semester

This program provides students with the opportunity to continue learning about the restaurant and food service industry. The recommended curriculum, ProStart, was created by the National Restaurant Association. Students learn advanced food preparation, accounting, cost control, sanitation, and workplace safety. On-the-job training through internships and job site mentoring are an important part of the instruction. Upon successful completion of this program, students are eligible for certifications and articulations with selected post-secondary institutions.

**Hospitality and Tourism Management Directed Studies**

Course #	8703100
Grade Level	11-12
Length	1 Year
Prerequisite	Students must meet the requirements in the description below to be allowed to qualify for the course
Credit	1.0 – 2.0
Lab Fee	\$30.00 per semester

To enroll in this course, a student must have progressed through Culinary 2 and not passed the ServSafe Manager's certification. Otherwise, the student must have taken and passed Dual Enrollment-OCP B and are pursuing a degree or career in the Hospitality and Tourism field. The student must also receive approval from Administration and Culinary Department.

# 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).

Test	ACT	PSAT	PERT	SAT
Reading	19 +	490 +	106 +	490 +
Writing	17 +	490 + (same as Reading)	103 +	490 + (same as Reading)
Math	19 +	480 +	114 +	480 +

Test	CLT
Verbal Reasoning & Writing	37+
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

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

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 Introduction to Motion Pictures

Course #           ENG 2100  
 Grade Level       11-12  
 Length             1 Semester  
 Prerequisite       Qualifying test scores & 3.0 GPA  
 Credit              0.5

This course is a general survey of motion pictures emphasizing the synthesis of the dramatic, narrative, artistic, and technical components of the medium.

### Q Ancient Greek Mythology

Course #           CLT 2373  
 Grade Level       11-12  
 Length             1 Semester  
 Prerequisite       Qualifying test scores & 3.0 GPA  
 Credit              0.5

This course will acquaint the student with the world of mythological gods and heroes of the Ancient Greeks • Literature, art, and archaeology will be examined, as well as lifestyles and ideas of the Ancient Greek civilization.

**Q Introduction to Humanities**

Course #	HUM 1020
Grade Level	11-12
Length	1 Semester (Fall)
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	0.5

This course introduces interdisciplinary humanities by focusing on various topics, relationships, and themes of human expression from a global perspective. Topics may include Music, Painting, Sculpture, Architecture, Religion, Philosophy, Dance, Theater, Literature, and Film. Using global examples, this course examines the relationship between the visual, performing, and literary arts and their social, historical, and cultural contexts. This course is intended to broaden and establish an appreciation of the arts and ideas. It is representative of western and non-western cultures, races, religions, and genders, introducing students to a global approach to the humanities.

**Q Western Humanities: Ancient to Renaissance**

Course #	HUM 2210
Grade Level	11-12
Length	1 Semester (Spring)
Prerequisite	Qualifying test scores & 3.0 GPA
Credit	0.5

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 for the Gordon Rule and the Cultural Requirement for the Humanities.

**Q Career and Life Planning**

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

This course assists students in identifying aptitudes, interests, and values as related to career decision-making and is individualized to personal lifestyles. Employment and future trends in careers will be explored.

**Additional Dual Enrollment Options** – please see the St. Petersburg College website, [www.spcollege.edu](http://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.

# Sports Eligibility Rules

A synopsis of the eligibility rules as presented in the Florida High School Athletic 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 10<sup>th</sup> Grade.
4. A sports physical exam (taken after the first week of June), proof of insurance, parental permission, and additional paperwork must be on file and cleared through the Athletics/Activities Office.

## Interscholastic Sports

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

## Service and Interest Clubs

5000 Role Models	First Priority	National English Honor Society	Senior Class
Academic Team	Freshman Class	National Honor Society	Sophomore Class
Battle of the Books	Garden Club	National Science Honor Society	Speech and Debate Honor Society
Best Buddies	International Thespian Society	National Spanish Honor Society	Student Government
Book Club	Junior Class	Oracle Literary Magazine	Travel Club
Chess Club	Key Club	Page Turners	Tri-M Music Honor Society
College Club	Marine Science Club	Principal's Multicultural Club	Women in STEM
Criminology Club	Medical Career Club	Rho Kappa (Social Studies Honor Society)	
Culinary Club	Model UN	Robotics Club	
Culture Club	Mu Alpha Theta (Math Honor Society)	SADD (Students Against Destructive Decisions)	
Drama Club	National Art Honor Society	SAVE (Students Against Violence Everywhere)	
Future Business Leaders of America	National Black Student Alliance	Scholarship Club	

# 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 to achieve success in school.

Students pursuing a Standard High School Diploma will be required to take all the courses and meet all 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. 11<sup>th</sup> and 12<sup>th</sup> 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 improve 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.