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SECTION I
Educational Rights of Students and Parents

BILL OF STUDENT RIGHTS AND RESPONSIBILITIES, K–12 PREAMBLE
P.K. Yonge Code of Conduct

P.K. Yonge Developmental Research School seeks to cultivate a sense of mutual respect among students, parents and staff. We aim to involve students in activities and programs, within and outside the school community, that stress a commitment to civic responsibility and community service. With the cooperation of all members of our school community, students can reach educational excellence while enjoying a rich learning experience. This document serves as a guide for students as they strive to become productive citizens in a diverse society.

I. THE RIGHT TO A FREE PUBLIC SCHOOL EDUCATION
Students have a right to:

1. Attend school and engage in the opportunity to learn and receive a full day/period of meaningful instruction;
2. Be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry;
3. Receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs;
4. Receive a written copy of the school’s policies and procedures, including the Student Code of Conduct early in the school year or upon admission to the school during the school year;
5. Be informed about diploma requirements, including courses and examinations and information on assistance to meet those requirements;
6. Be informed about required health, cognitive and language screening examinations;
7. Be informed about courses and programs that are available in the school and the opportunity to have input in the selection of elective courses;
8. Receive professional instruction;
9. Know the grading criteria for each subject area and/or course offered by the school and to receive grades for school work completed based on established criteria;
10. Be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
11. Be notified in a timely manner of the possibility of being held over in the grade or of failing a course;
12. Confidentiality in the handling of student records maintained by the school system;
13. Request or by parental request to have their contact information withheld from institutions of higher learning and/or military recruiters;
14. Receive guidance, counseling and advice for personal, social, educational, career and vocational development.
II. THE RIGHT TO DUE PROCESS
Every student has the right to be treated fairly in accordance with the rights set forth in this document.

Students have the right to:
1. Be provided with the Student Code of Conduct and rules and regulations of the school;
2. Know what is appropriate behavior and what behaviors may result in disciplinary actions;
3. Be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare within the school;
4. Know possible dispositions and outcomes for specific offenses;
5. Receive written notice of the reasons for disciplinary action taken against them in a timely fashion;
6. Due process of law in instances of disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by their teachers;
7. Know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;

III. STUDENT RESPONSIBILITIES
Responsible behavior by each student is the only way in which the rights set forth in this document can be preserved. Violation of some of these responsibilities may lead, in accordance with the Student Code of Conduct, to disciplinary measures. Full acceptance of responsibility with the exercise of rights will provide students with greater opportunity to serve themselves and society.

Students have a responsibility to:
1. Attend school regularly and punctually and make every effort to achieve in all areas of their education;
2. Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
3. Follow school regulations regarding entering and leaving the classroom; school buildings; and campus;
4. Help maintain a school environment free of weapons, illegal drugs, synthetic drugs, controlled substances and alcohol;
5. Behave in a manner that contributes to a safe learning environment and which does not violate other students’ right to learn;
6. Share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
7. Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
8. Show respect for school property and respect the property of others, both private and public;
9. Be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
10. Behave in a polite, truthful and cooperative manner toward students, teachers and other school staff;
11. Observe ethical codes of responsible journalism;
12. Refrain from obscene and defamatory communication in speech, writing and other modes of expression in their interactions with the school community;
13. Express themselves in a manner which promotes cooperation and does not interfere with the educational process;
14. Assemble in a peaceful manner and respect the decision of students who do not wish to participate;
15. Bring to school only those personal possessions which are safe and do not interfere with the learning environment;
16. Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, and laboratories
17. Be familiar with the school Student Code of Conduct and abide by school rules and regulations;
18. Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

**The Role of School Counseling and Academic Advisement**

*What Do School Counselors Do?*

(FLDOE Bureau of Exceptional Education and Student Services: Florida’s School Counseling Framework)

School counselors’ primary goal is to encourage, support, and foster positive academic, career, social, and personal development for students in schools. Florida counselors serve students and their schools in numerous ways, but the list below gives the major roles and responsibilities that are included in a comprehensive school counseling program. Student development curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The student development curriculum is delivered throughout the school’s overall curriculum and is systematically presented by school counselors in collaboration with other educators in PreK-12 classroom and group activities.

School Counselor activities include the following:

- Individual counseling and advisement to help students set personal goals and develop future plans that include conflict resolution, identity development, and other student concerns, such as cultural adjustment, learning a new language, social class, racism, substance use, grades, and peer pressure
- Academic advisement in the areas of course selection, remediation needs, accelerated mechanisms, graduation requirements, postsecondary school admission requirements, and study skills
- Consultation—working with administrators, teachers, and staff to meet student needs; e.g., teaching staff about various student issues, such as suicide and loss
• Student appraisal—coordinating information that goes into confidential student files and interpreting the information to help qualify students for special programs, services, and/or remediation
• Parent help—meeting individually and in groups with parents and providing resources and information on child development and other specific topics
• Referral—providing referrals to appropriate professionals in the schools and in the outside community
• Problem-Solving/Response to Intervention (RtI)—participating on a school-based problem-solving team with other professionals from different disciplines to use student-centered data to identify needs and assess the impact of academic and/or behavior instruction/intervention
• Program planning, management, and coordinating work of various school personnel, parents, and other interested parties in the implementation of the school counseling program
• Career development—developing and implementing career awareness, exploration, and planning as part of the school counseling curriculum (e.g., participation in middle grades career and planning course implementation)
• Change agent for the school atmosphere
• Student advocate in meetings with teachers and staff
• Classroom observations on behaviors and relationships so that feedback can be provided to teacher, students, and parents
• Public relations—informing school staff, parents, teachers, students, and community members about the important role of the school counselor and the significance of the school counseling program.
• Local research—identifying student population characteristics, such as drug use on campus
• Student Screening—interviewing new students, etc.
• Staff development—focusing around particular issues
• Using data to show the impact of the school counseling program on school

The following list of responsibilities reflects the strong academic advisement role that counselors play in Florida’s Next Generation Initiatives:
• Develop skills to identify, disaggregate, and analyze student data to determine intervention strategies to impact student academic achievement and success.
• Analyze data to identify students for higher level coursework, such as Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual enrollment, and honors.
• Disaggregate data to manage and monitor patterns of course enrollment to ensure equitable access.
• Use data to recognize barriers to student learning and advocate for systems change.
• Assist the leadership team in designing strategic interventions to ensure implementation of standards and assessments.
• Increase the amount of time students engage in quality instruction through strategies directed at activities like self-monitoring and reinforcement.
• Provide advisement to students and their families regarding programs of study to help ensure effective transitions and preparation for postsecondary education and the workplace. (e.g., using FLVC.org)
• Arrange dual enrollment and Advanced Placement credits to prepare students for the rigor of postsecondary education.
• Assist students in planning and preparing for college admissions tests.

**Florida High School Graduation Programs Overview**

**FLORIDA HIGH SCHOOL GRADUATION OPTIONS FOR A STANDARD DIPLOMA**

Florida students entering high school may choose from the following options to earn a standard diploma:

- 24-credit program
- 18-credit, ACCEL option
- AICE curriculum (not offered at P.K. Yonge)
- IB diploma curriculum (not offered at P.K. Yonge)

Florida's public high school graduation requirements are specified in the following sections of Florida Statute (F.S.):

- Section 1003.4282, F.S., Requirements for a standard high school diploma (effective July 1, 2013)
- Section 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL) options

Each high school is required to advise each student of courses through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment, early admission and career academy courses and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Each high school is also required to advise each student of the early and accelerated graduation options under s. 1003.4281. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admission.

**Early High School Graduation**

A high school student who pursues the 24-credit high school graduation program may have the option to participate in early graduation (graduating in fewer than eight semesters). A student who completes a minimum of 24 credits, achieves a cumulative GPA of 2.0 on a 4.0 scale and earns a passing score on the statewide assessments required for high school graduation may have this option (outlined in s. 1003.4281, F.S.).

A student who graduates early may participate in graduation events with the student’s cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors and award determinations for the student’s cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award (if eligible) during the spring term following the student’s graduation, as long as the student applies for the scholarship award no later than August 31 of the student’s graduation year.

A student who receives an initial award during the spring term will be evaluated for scholarship renewal after a full academic year (fall through spring) of award eligibility has passed. This
provides students who graduate from high school midyear and receive an initial award in the spring term a full academic year (potentially three terms of funding) before they will be evaluated for scholarship renewal. For additional information, please refer to the “Bright Futures Scholarship Program” section of the Handbook.

**Academically Challenging Curriculum to Enhance Learning Options**
Each high school must provide ACCEL options. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students, such as:

- Whole-grade and midyear promotion
- Enrichment programs
- Subject matter acceleration
- Virtual Instruction in higher grade-level subjects
- CAP, as specified in s. 1003.4295, F.S.
- Enriches science, technology, engineering and mathematics (STEM) coursework

**ACCEL Standard Diploma Option – Three year 18-credit program**
Students who complete a minimum of 18 credits, achieve a cumulative GPA of a 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for high school graduation have an option to earn a standard high school diploma. This option requires that a student complete the standard course requirements for the 24-credit program without the required physical education course and only three elective courses.

Selection of an accelerated high school graduation program may be completed by a student at any time and is entirely up to the student and parent/guardian. Students who fail to make a selection of the three-year 18-credit graduation program shall be considered to have selected the four-year 24-credit graduation program. 1003.429(2)(4)(9) F.S., HB 1255.

Prior to selecting the 18-credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student’s parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.
- The student shall submit to the high school principal and school counselor a signed parental consent to enter the three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the FLORIDA STANDARD ASSESSMENTS reading and math assessments.

Automatic Change from Three-Year to a Four-Year Graduation Program A student who selected the three-year 18 credit graduation option shall automatically move to a four-year program if one or more of the following occur:

- the student exercises his/her right to change to a four-year program,
- the student fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10
- the student does not meet the GPA, credit, assessment and course grade requirements at the end of grade 11 required in the three-year 18 credit program.

There is no provision for a Certificate of Completion under the three-year 18 credit graduation program.
Credit Acceleration Program
The CAP is available to allow a secondary student to earn high school credit in Algebra 1, Algebra 2, Geometry, U.S. History, or Biology 1 if the student passes the statewide, standardized assessment administered under s. 1008.22, F.S. A school district must award credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. A school district must permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during regular administration of the assessment as specified in s. 1003.4295, F.S.

Standard High School Diploma Designations
Students may earn one or more designations on their standard high school diploma: the scholar designation and the merit designation. Students are encouraged, but are not required, to work toward a designation. The requirements for both designations are in addition to the 24-credit program requirements. The requirements can vary based on your 9th grade cohort. Please refer to the Florida Department of Education’s website to view your cohort’s Academic Advisement Flyer to verify what requirements you need.

Acceleration Programs and Advanced Coursework

ADVANCED PLACEMENT PROGRAM®
The College Board’s Advanced Placement (AP) Program® consists of more than 30 courses and exams in multiple subject areas offered by participating high schools, including the Florida Virtual School. Students earning a “qualifying” grade on an AP Exam can earn college credit and/or advanced course placement for their efforts. More than 1,000 universities and colleges nationwide grant credit, advanced course placement, or both to students who have performed satisfactorily on the exams.
Most postsecondary institutions grant college credit for AP Exams with a score of 3 or higher. Refer to the ACC Credit-by-Exam Equivalencies for specific award guarantees, available online. Additional information regarding AP is available online at http://apcentral.collegeboard.com. Explore if AP is right for you at https://apstudent.collegeboard.org/exploreap
Find colleges and universities that offer credit or placement for AP scores https://apstudent.collegeboard.org/creditandplacement/search-credit-policies

INDUSTRY CERTIFICATION TO ASSOCIATE IN APPLIED SCIENCE (AAS)/ASSOCIATE IN SCIENCE (AS) STATEWIDE ARTICULATION AGREEMENTS
In an effort to establish educational pathways to promote student movement up the college and career ladder, the SBE has approved Industry Certification to AAS/AS statewide articulation agreements. These agreements allow students who are progressing to the next level of education to earn a guaranteed number of college credits in the Florida College System. Each agreement ensures that the student has met a specified level of competency as validated by a third party (i.e., industry certification) and do not preclude institutions from granting additional credit based on local agreements.

As new “Gold Standard” industry certifications are identified, new agreements will continue to be established and approved. A list of Industry Certification to AAS/AS statewide agreements that have been approved by the SBE can be viewed at http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp.
SECTION II
State of Florida Graduation Requirements
(as of February 6, 2016) Stay up to date on changes by visiting the Florida Department of Education’s website: http://www.fldoe.org/academics/graduation-requirements/index.stml

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<td><strong>English Language Arts (ELA)</strong></td>
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<td>4 credits in ELA</td>
<td>Required</td>
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<td>Grade 10 ELA Florida Standards Assessment</td>
<td>Must pass (or ACT/SAT concordant score)</td>
<td>Must pass (or ACT/SAT concordant score)</td>
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<td><strong>Math</strong></td>
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<tr>
<td>4 credits, including Algebra 1 &amp; Geometry</td>
<td>Required</td>
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<td>Algebra 1 EOC</td>
<td>Must pass a comparative score on the (P.E.R.T.)</td>
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<td>Geometry EOC</td>
<td>Must take + 30% of course grade</td>
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<td>Must pass for Scholar Designation</td>
<td>Must pass for Scholar Designation</td>
<td>Must pass for Scholar Designation</td>
<td>Must take + 30% of course grade</td>
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<tr>
<td>1 credit in Algebra 2</td>
<td>Need for Scholar Designation</td>
<td>Need for Scholar Designation</td>
<td>Need for Scholar Designation</td>
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<tr>
<td>Algebra 2 EOC</td>
<td>Must take + 30% of course grade</td>
<td>Must take + 30% of course grade</td>
<td>Must take + 30% of course grade</td>
<td>Must take + 30% of course grade (if enrolled in 2014-2015 or after)</td>
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<td>Must pass for Scholar Designation</td>
<td>Must pass for Scholar Designation</td>
<td>Must pass for Scholar Designation</td>
<td>Must take + 30% of course grade</td>
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<td>1 credit in Statistics or equally rigorous math course</td>
<td>Need for Scholar Designation</td>
<td>Need for Scholar Designation</td>
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<td>Science</td>
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<td>3 credits in science, two of which must have a lab component</td>
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<td>1 credit in Biology</td>
<td>Required</td>
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<td>2 credits in equally rigorous science courses</td>
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<td>Not Required</td>
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<td>Biology EOC</td>
<td>Must take + 30% of course grade</td>
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<td>1 credit in Chemistry or Physics</td>
<td>Required for Scholar Designation</td>
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<td>1 credit in a course equally rigorous to Chemistry or Physics</td>
<td>Required for Scholar Designation</td>
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<td>Social Studies</td>
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<td>1 credit in World History</td>
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<td>1 credit in US History</td>
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<td>0.5 credit in US Government</td>
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<td>0.5 credit in Economics</td>
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<td>with Financial Literacy</td>
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<td>US History EOC</td>
<td>Must take + 30% of course grade</td>
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<td>World Languages</td>
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<td>2 credits in the SAME</td>
<td>NOT required</td>
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<td>world language</td>
<td>for HS graduation</td>
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<td>Required for admission to state</td>
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<td>Need for Scholar Designation</td>
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<td>Physical Education</td>
<td>1 credit in Physical Education to include the integration of health</td>
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<td>World Languages</td>
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<td>1 credit in fine or</td>
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<td>performing arts, speech</td>
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<td>&amp; debate, or practical arts</td>
<td>1 credit in fine or performing arts, speech &amp; debate, or practical arts (eligible courses specified in Course Description Guide)</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Industry Certification</td>
<td>1 or more industry certifications</td>
<td>Not required for HS graduation</td>
<td>Not required for HS graduation</td>
<td>Not required for HS graduation</td>
</tr>
<tr>
<td>Electives</td>
<td>8 credits</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>GPA</td>
<td>Cumulative GPA of 2.0 on a 4.0 scale (unweighted)</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Online Course</td>
<td>1 course within the 24 credits</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>AP, IB, AICE, or Dual</td>
<td>Earn at least 1 credit in AP, IB, AICE, or Dual Enrollment</td>
<td>Not required for HS graduation</td>
<td>Not required for HS graduation</td>
<td>Not required for HS graduation</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Stay up to date on changes by visiting the Florida Department of Education’s website: [http://www.fldoe.org/academics/graduation-requirements/index.stml](http://www.fldoe.org/academics/graduation-requirements/index.stml)*
**Florida Shines** provides a variety of online services for students from Florida’s public high schools, colleges, and universities. Florida Shines’ academic advising services make it easy for high school students to prepare for college or a career after graduation. Students can monitor their progress by running evaluations against their transcript information and the requirements for high school graduation, college and career readiness, and Bright Futures Scholarships. In addition, they can explore Florida’s college and university offerings (both traditional and distance learning programs), learn about financial aid, and apply for admission. Dual enrolled high school students and those in accelerated education programs can even access online library resources used within Florida’s colleges and universities. For more information, visit [http://www.floridashines.org](http://www.floridashines.org).

*This is a great tool to plan your high school course load and to track your graduation requirements and Bright Future’s Eligibility.*

**MyCareerShines** offers free online college and career guidance for middle and high school students. Students create accounts at [www.mycareershines.org](http://www.mycareershines.org) to complete three short assessments that will lead students to career matches. Students can explore and compare careers that best match their reported interests, skills, and values. Students can then plan for their future by using the information to plan the education needed for the careers they want to pursue. All students are encouraged to create an account and explore these resources throughout their high school career.

**Physical Education** Students are required to earn one credit of physical education under the 24-credit program that must include the integration of health. Most students will meet this requirement through the year-long HOPE course. Other options that will count toward meeting this requirement include the following:

- Participation in an interscholastic sport at the junior or varsity level for two full seasons satisfies the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of C or better. The competency test on personal fitness is developed by the Department of Education. Students who complete two full seasons of an interscholastic sport and pass the Competency Test can satisfy the personal fitness graduation requirement but cannot be given a credit on the transcript. All students who choose to satisfy their physical education requirements by playing an interscholastic sport must complete additional credits in elective courses to meet the 24 credits required by the state for graduation. **Students interested in this option must notify their school counselor in writing prior to their junior year. The test is offered once a year and is not available to seniors.**
- Completion of one semester with a grade of C or better in a marching band class, in a physical activity class that requires participation in marching band activities as extracurricular activity or in a dance class satisfies one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. **Students who select this option must complete one-half credit of Personal Fitness and must notify their school counselor prior to their senior year.**
Online Course Credit
Beginning with students entering 9th grade in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. The following PKY courses are “blended” learning courses and as such meet the definition of online learning:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>School Year it became “blended”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Geometry</td>
<td>2012-2013</td>
</tr>
<tr>
<td>HOPE</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Spanish 2</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Spanish 3</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Economics</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

An online high school course taken during 6th through 8th grades may fulfill this requirement. A school district may not require a student to take the online course outside the school day or in addition to a student’s course for a given semester. This requirement shall be met through an online course offered by My District Virtual School, an online course offered by the high school or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, F.S., meets this requirement. This requirement does not apply to a student who has an IEP that indicates an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than one academic year remaining in high school.

**Note:** To fulfill the online course requirement, the student must complete the entire course online. For example, if a student chooses to take HOPE online to fulfill their online requirement, that student must complete the entire year of HOPE to meet the online course requirement. Taking half of the course online and half in school would not meet the online requirement. Drivers Ed does not fulfill the online requirement.

Community Service Hour Graduation Requirement
In order to graduate from P. K. Yonge Developmental Research School, a student must complete 75 hours of community service during their four years of high school.

Volunteer and Non-Academic Activity Credit 1003.43 (1)(k) F.S. A student may earn .5 credit in social studies and/or .5 credit elective for Voluntary Public Service (VPS). A minimum of 75 hours of nonpaid, voluntary community or school service is required for each .5 credit. The school principal (or designee) is responsible for approving specific volunteer activities. Please note that community service hours that receive credit will be deducted from the Bright Futures community service hour requirement.

Students who have completed 150 or more hours in four years will be recognized with a Silver Cord at graduation. Supporting documentation must be obtained from, and returned to, the School Counseling Office no later than April 15th of the student’s graduation year to be recognized with this award.
WHY REQUIRE COMMUNITY SERVICE
Community Service connects meaningful real world experiences with academic learning, personal growth, and civic responsibility. P. K. Yonge has adopted the community service requirement as an important part of the students’ well-rounded education.

COMMUNITY SERVICE CAN:
- Help foster civic responsibility
- Allow students to interact with the community in a positive forum
- Give students the opportunity to have more real world experiences while in high school.
- Help P. K. Yonge increase its ties with the community
- Help students meet requirements for colleges, universities, and scholarships including the Florida Bright Futures Scholarship program.

COMMUNITY SERVICE MUST IN SOME WAY MEET ACTUAL COMMUNITY NEEDS
The community service activity must take place in or with a not-for-profit organization whose purpose is to meet a community need. If a student is not working for a non-profit organization, they must receive prior approval in writing from the community service coordinator.

P. K. Yonge encourages students to use this opportunity to acquaint themselves with the variety of communities within which they live. Many teachers and organizations [teams and clubs] require community service as part of their program. The easiest option for many students is to volunteer at P. K. Yonge itself.

Beyond the school, our communities include city, county, state, nation, and the world. We encourage students to sample the vast number of opportunities available in these areas. We further encourage our students to be proactive in developing their own programs. Program proposals will be reviewed by a committee of social studies teachers and administrators with an emphasis on developing student initiative and creating a needed community service.

FACTS ABOUT THE COMMUNITY SERVICE PROGRAM
- Community Service must be done at or through a non-profit organization.
- We strongly recommend that students complete a minimum of 10 hours each semester beginning in their ninth grade year.
- Students transferring into P.K. after their ninth grade year may bring proof of hours completed at from their previous school. Community service can transfer from school to school.
- Incomplete or unsigned forms will not be accepted.
- Work logs, certificates or other forms of verification can be attached to the P.K. form.
- Family member cannot sign as the sponsor for the community service verification form.
- It is always a good idea to keep copies of these hours for your records.
- To meet your graduation requirement, paperwork for all 75 hours must be submitted no later than May 15th of your graduating year.
- To receive the silver Community Service Cord to wear at graduation, paperwork for 150 hours must be submitted no later April 15th of your graduating year.
Examples of recommended categories of community service/volunteer hours:

- Service to a governmental agency,
- Service to a not-for-profit local, national or international organization,
- Service to a school or school organization
- Service to a religious organization, or
- Other as approved by the principal (or designee). All service/volunteer activities should be documented on the letterhead of the organization and presented to the appropriate person designated at each school. As was stated above, the principal (or designee) is responsible for approval of submitted community service/volunteer hours. There are two classes of community service/volunteer activities: community service and service learning. Both qualify for community service/volunteer hours.

COMMUNITY SERVICE IS NOT...

- PAID - Students may NOT receive any compensation for the activity.
- DISCIPLINE RELATED - No credit for any activity that is associated with court ordered community service or punitive action ordered by the school
- FUND RAISING - Students may NOT solicit or collect money for any organization. Students may perform work to raise money for a nonprofit organization. Things like car washes and bake sales are acceptable.
- CLASSWORK - Generally, students may not receive academic credit for the activity.
- BEFORE the summer of your 8th grade year. Service done in elementary or middle school WILL NOT count!

Senior Project

Course Description and Objectives
The goal of the Senior Project is to allow students to design and pursue a project of interest during their final year at P.K. Yonge Developmental Research School. Typical projects fall into one of the following areas: creative, academic, career, or service. Seniors will develop an appropriate project proposal with clearly articulated goals.

The senior project is a graduation requirement. Students will earn a grade and 0.5 elective credit.

To earn a passing grade for the senior project and receive credit, students must meet deadlines, closely follow either their Purlieu class page or the P.K. Yonge website Senior Project class page, and attend any required meetings. Proposals must be approved before the project can be initiated. All students will design their own PowerPoint presentations which will be evaluated by faculty and community judges on Presentation Day.
TESTING INFORMATION

GRADUATION REQUIREMENTS FOR FLORIDA’S STATEWIDE ASSESSMENTS

Overview

According to Florida law, students must meet all academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

Graduation Requirements

Reading/English Language Arts (ELA) Assessment Requirement

The reading/ELA assessments students must pass to graduate with a standard high school diploma are determined by each student’s year of enrollment in grade 9. Table 1 lists the required reading/ELA assessments for each grade 9 cohort and the passing score for each assessment.

Grade 10 FCAT 2.0 Reading

Students who entered grade 9 in 2010-11 through 2012-13 are required to pass the Grade 10 FCAT 2.0 Reading assessment aligned to the Next Generation Sunshine State Standards (NGSSS). The State Board of Education established performance standards for FCAT 2.0 Reading on December 19, 2011. Students may satisfy this requirement by earning a concordant score (as described on the following page) or by earning the alternate passing score of 349 on the Florida Standards Assessments (FSA) ELA Retake. For more information on the FCAT 2.0 and NGSSS assessments, please see the NGSSS Fact Sheet.

FSA Grade 10 English Language Arts

In 2014-15, the Florida Standards Assessments, aligned to the Florida Standards, were introduced, and the Grade 10 FSA ELA assessment was administered for the first time in spring 2015. School districts received passing information for students who took the Grade 10 FSA ELA in spring 2015. Passing status was determined by linking student performance on the 2015 Grade 10 FSA ELA test to student performance on the 2014 Grade 10 FCAT 2.0 Reading test, using a linked passing score of 245 on the Grade 10 FCAT 2.0 Reading test. These students, as well as students who took the Retake assessment in fall 2015, are eligible for an alternate passing score.

New performance standards were adopted in State Board of Education rule in January 2016. Beginning with students who entered grade 9 in 2014-15 and beyond, students must pass the Grade 10 FSA ELA by earning the score established in the State Board of Education rule, as indicated below. For more information on the FSA, please see the 2015-16 English Language Arts and Mathematics Fact Sheet.
Table 1: Reading/ELA Assessment Requirement and Passing Score by School Year

<table>
<thead>
<tr>
<th>School Year When Assessment Requirements Began for Students Entering Grade 9</th>
<th>Assessment that Students Must Pass in Order to Graduate</th>
<th>Passing Score for the Required Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11 to 2012-13</td>
<td>Grade 10 FCAT 2.0 Reading</td>
<td>245</td>
</tr>
<tr>
<td>2013-14</td>
<td>Grade 10 FSA ELA</td>
<td>349*</td>
</tr>
<tr>
<td>2014-15 and beyond</td>
<td>Grade 10 FSA ELA</td>
<td>350</td>
</tr>
</tbody>
</table>

*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

Algebra 1 End-of-Course (EOC) Assessment Requirement
Beginning with students entering grade 9 in 2011-12 and beyond, students must take and pass the Algebra 1 EOC Assessment to satisfy this graduation requirement.

NGSSS Algebra 1 EOC Assessment
The State Board of Education established performance standards for the Algebra 1 EOC assessment aligned to the NGSSS on December 19, 2011. Only students who took an Algebra 1 course aligned to the NGSSS who need to achieve a passing score (399) will take the NGSSS Algebra 1 EOC Assessment Retake. For more information on the NGSSS Algebra 1 EOC, please see the NGSSS EOC Assessments Fact Sheet. Students whose graduation requirement is the NGSSS Algebra 1 EOC may also satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC assessment.

FSA Algebra 1 EOC Assessment
The FSA Algebra 1 EOC assessment was first administered in spring 2015. School districts received passing information for students who took the FSA Algebra 1 EOC in spring 2015. Passing status was determined by linking student performance on the FSA Algebra 1 EOC to student performance on the NGSSS Algebra 1 EOC, using a linked passing score of 399 on the NGSSS Algebra 1 EOC assessment. These students, as well as students who took the assessment in summer, fall, or winter 2015, are eligible for an alternate passing score of 489. Students taking the assessment for the first time after performance standards were set must pass the Algebra 1 EOC by earning the passing score of 399, adopted in State Board of Education rule in January 2016. For more information on the FSA Algebra 1 EOC, please see the 2015-16 FSA End-of-Course Assessments Fact Sheet.

Table 2: Algebra 1 Assessment Requirement and Passing Score by Implementation Year

<table>
<thead>
<tr>
<th>Implementation Year</th>
<th>Assessment that Students Must Pass in Order to Graduate</th>
<th>Passing Score for the Required Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>NGSSS Algebra 1 EOC</td>
<td>399</td>
</tr>
<tr>
<td>2014-15</td>
<td>FSA Algebra 1 EOC Assessment</td>
<td>489*</td>
</tr>
<tr>
<td>2014-15 and beyond</td>
<td>FSA Algebra 1 EOC Assessment</td>
<td>497</td>
</tr>
</tbody>
</table>

*Students who took the assessment prior to the adoption of the passing score on the new scale
adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

**Graduation Options**

**Retaking the Statewide Assessments**—Students can retake the Grade 10 Reading/ELA test or Algebra 1 EOC assessment (NGSSS or FSA, as appropriate) each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students currently have up to five opportunities to pass the Grade 10 Reading/ELA test before their scheduled graduation. Students who do not pass the Grade 10 Reading/ELA in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC assessment will depend on the grade students are in when they first take the test, since it is taken at the conclusion of the course. The Algebra 1 EOC assessment is currently administered four times each year: in the fall, winter, spring, and summer.

**Concordant and Comparative Scores Option**—A student can also meet assessment graduation requirements by receiving a score concordant to the FCAT 2.0 Reading passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC assessment (NGSSS) passing score on the Postsecondary Education Readiness Test (PERT). FCAT 2.0 Reading concordant scores for students entering grade 9 in 2010-11 and after and the Algebra 1 EOC assessment comparative score for students entering grade 9 in 2011-12 and after were established in rule by the State Board of Education in September 2013. New concordant and comparative scores will be established for the new assessments once a sufficient number of students have participated in both the new assessment and the alternate assessment(s) to conduct the concordant/comparative score study. Until these new scores are established, the current scores may be used by all students.

Table 3 shows the concordant and comparative scores students must achieve to satisfy graduation requirements. All students enrolled in grade 10 are required to participate in the Grade 10 FSA ELA assessment in accordance with section 1008.22, Florida Statutes (F.S.), regardless of whether they have a passing concordant score on file. Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC assessment in accordance with s. 1008.22, F.S.

**Table 3: Concordant and Comparative Scores**

<table>
<thead>
<tr>
<th>Grade 10 FCAT 2.0 Reading or Grade 10 FSA ELA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>430</td>
</tr>
<tr>
<td>ACT</td>
<td>19</td>
</tr>
<tr>
<td>Algebra 1 EOC (NGSSS or FSA)</td>
<td></td>
</tr>
<tr>
<td>PERT</td>
<td>97</td>
</tr>
</tbody>
</table>

**Scholar Diploma Designation**—To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 4.
### Table 4: Passing Scores Required for a Scholar Diploma Designation

<table>
<thead>
<tr>
<th>EOC Assessment</th>
<th>Students Entered Ninth Grade</th>
<th>Geometry</th>
<th>Biology 1*</th>
<th>U.S. History*</th>
<th>Algebra 2</th>
</tr>
</thead>
</table>

* A student meets this requirement without passing the Biology 1 or U.S. History EOC Assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student:
  - Takes the respective AP, IB, or AICE assessment, and
  - Earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see [http://www.fldoe.org/core/fileparse.php/3/urlt/achlevel.pdf](http://www.fldoe.org/core/fileparse.php/3/urlt/achlevel.pdf)). For students who took an EOC assessment during its implementation year, districts may opt to convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned on the new scale, or a district may allow these students to retake the test to earn a passing score. Districts have received a formula that may be used to convert students’ T scores into the established scale scores. Additionally, districts may choose to administer an EOC assessment to students who did not have an opportunity to take it if they wish to qualify for the Scholar designation. Passing scores for FSA Geometry and Algebra 2 were adopted in State Board of Education rule in January 2016.

For students who took the FSA Geometry EOC (2014-15) prior to the adoption of passing scores, the alternate passing score is 492 and above, which corresponds to the passing score of 396 and above for the NGSSS Geometry EOC (2010-11), last administered December 2014.

**Waivers for Students with Disabilities**—Students with disabilities who entered grade 9 in 2014-15 and succeeding years are required to work toward a standard high school diploma and are expected to participate in statewide, standardized assessments. (Students with disabilities who entered grade 9 in 2013-14 or earlier and are working toward a standard high school diploma are also expected to participate in statewide, standardized assessments.) Legislation, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, contact the Bureau of Exceptional Education and Student Services at [http://www.fldoe.org/academics/exceptional-student-edu](http://www.fldoe.org/academics/exceptional-student-edu).
High School Equivalency Diploma Program (2014 GED® Test)—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a State of Florida High School Diploma, the state’s equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® Test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Local adult education programs sponsored by school districts, colleges and community organizations may assist students with determining how to best prepare for the test. Additional information and resources regarding the GED® Test and the high school equivalency program may be accessed at http://www.fldoe.org/academics/career-adult-edu/hse/.

Helpful Resources
Academic advisement flyers for students entering ninth grade and other information related to graduation requirements are available on the Graduation Requirements webpage.

The FSA Portal, FSA Homepage, FCAT 2.0 Homepage, and Florida EOC Assessments Homepage provide information about the assessments currently administered and serve as valuable resources to students, parents/guardians, and educators. For previous assessments, please visit the Historical FCAT 2.0 Homepage and the FCAT Homepage.

Schedules for FSA, FCAT 2.0, and EOC assessment administrations are accessible from the Florida Department of Education website.

CPALMS.org is Florida’s official source for standards information and course descriptions and includes helpful resources for educators and students.

PSAT
The New Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It’s a standardized test that provides firsthand practice for the New SAT®. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

The New PSAT/NMSQT measures:

1. Evidence-Based Reading and Writing
   - Reading Test
   - Writing and Language Test
2. Math

The most common reasons for taking the PSAT/NMSQT are to:

- Receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus your preparation on those areas that could most benefit from additional study or practice.
See how your performance on an admissions test might compare with that of others applying to college.

Enter the competition for scholarships from NMSC (grade 11).

Help prepare for the SAT. You can become familiar with the kinds of questions and the exact directions you will see on the SAT.

Receive information from colleges when you check "yes" to Student Search Service.

*The PSAT is offered once a year in October. All PKY 10th grade students are automatically registered and take the PSAT at the school's cost. Ninth and 11th grade students are encouraged to register and take the test for a small cost.

Visit [http://www.collegeboard.com/student/testing/psat/about.html](http://www.collegeboard.com/student/testing/psat/about.html) to create an account and learn more about the PSAT, including preparation resources.

**SAT**

The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing, and math — subjects that are taught every day in high school classrooms. Most students take the SAT during their junior and senior year of high school, and almost all colleges and universities use the SAT to make admission decisions.

Taking the SAT is the first step in finding the right college for you — the place where you can further develop your skills and pursue your passions. But SAT scores are just one of many factors that colleges consider when making their admission decisions. High school grades are also very important. In fact, the combination of high school grades and SAT scores is the best predictor of your academic success in college.

The SAT doesn't test logic or abstract reasoning. It tests the skills you’re learning in school: reading, writing and math. Your knowledge and skills in these subjects are important for success in college and throughout your life.

- **The Reading Test** focuses on the skills and knowledge at the heart of education: the stuff you’ve been learning in high school, the stuff you’ll need to succeed in college. It’s about how you take in, think about, and use information. When you take the Reading Test, you’ll read passages and interpret informational graphics. Then you’ll use what you’ve read to answer questions. Some questions ask you to locate a piece of information or an idea stated directly. But you’ll also need to understand what the author’s words imply. In other words, you have to read between the lines.

- When you take the **Writing and Language Test**, you’ll do three things that people do all the time when they write and edit:
  - Read.
  - Find mistakes and weaknesses.
  - Fix them.

To answer some questions, you’ll need to look closely at a single sentence. Others require reading the entire piece and interpreting a graphic. For instance, you might be asked to choose a sentence that corrects a misinterpretation of a scientific chart or that better explains the importance of the data. The passages you improve will range from
arguments to nonfiction narratives and will be about careers, history, social studies, the humanities, and science.

- Questions on the **Math Test** are designed to mirror the problem solving and modeling you’ll do in:
  - College math, science, and social science courses
  - The jobs that you hold
  - Your personal life

For instance, to answer some questions you’ll need to use several steps—because in the real world a single calculation is rarely enough to get the job done.

The Math Test will focus in depth on the three areas of math that play the biggest role in a wide range of college majors and careers:

  - Heart of Algebra, which focuses on the mastery of linear equations and systems.
  - Problem Solving and Data Analysis, which is about being quantitatively literate.
  - Passport to Advanced Math, which features questions that require the manipulation of complex equations.

The Math Test also draws on Additional Topics in Math, including the geometry and trigonometry most relevant to college and career readiness.

The best way to get ready for the SAT is to take challenging courses, study hard, and read and write in and outside of the classroom.

Studies suggest that cramming and short-term prep can’t substitute for hard work in school, but it’s certainly a good idea for you to become familiar and comfortable with the test format and question types. That’s why the best SAT practice is the PSAT/NMSQT®, which covers the same subjects under timed conditions.

You can also take advantage of College Board’s free online practice tools, such as an online or printable practice test, sample questions, The Official SAT Question of the Day™ and more.

Are test fees a barrier for you when it comes to testing and applying to college? You may want to see if you qualify for a fee waiver. We offer fee waivers to help lower-income students pay for the SAT and SAT Subject Tests™. Download this checklist to guide you through the process. Visit [http://sat.collegeboard.org/home](http://sat.collegeboard.org/home) for more information.

**ACT**

The ACT is a national college admissions examination that consists of subject area tests in:

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Science</th>
</tr>
</thead>
</table>

The ACT Plus Writing includes the four subject area tests plus a 30-minute Writing Test.

ACT results are accepted by all four-year colleges and universities in the U.S.

The ACT includes 215 multiple-choice questions and takes approximately 3 hours and 30 minutes to complete, including a short break (or just over four hours if you are taking the ACT Plus Writing). Actual testing time is 2 hours and 55 minutes (plus 30 minutes if you are taking the ACT Plus Writing).
The ACT is administered on six test dates within the United States, U.S. territories, Puerto Rico, and Canada—September, October, December, February, April, and June. In other locations, the ACT is administered on all of the above dates except September, and the ACT Plus Writing is not available on the February test date.

The basic registration fee includes score reports for up to four college choices, if you list valid codes when you register.

If you can’t afford the registration fee for the ACT (No Writing) or ACT Plus Writing, you may be eligible for an ACT Fee Waiver. Information about the eligibility requirements and how to request a fee waiver is sent each summer to high schools. If eligible, see your school counselor to obtain a fee waiver.

Visit http://www.actstudent.org/ for registration, test prep, and more information about the ACT.

PERT
The Postsecondary Education Readiness Test (P.E.R.T.) is Florida’s customized common placement test. The purpose of the P.E.R.T. is to determine accurate course placement based on the student’s skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes Placement and Diagnostic tests in mathematics, reading, and writing.

The (P.E.R.T.) Placement is administered to students in public high schools and Florida College System institutions to determine readiness for Intermediate Algebra, MAT 1033, and Freshman Composition I, ENC 1101.

*Juniors at PKY take the PERT (free of cost). The scores are used for English and Math placement senior year.

State Board Rule 6A-10.0315, establishes the test scores used to determine whether a student is ready for college level coursework. If a student does not meet the state established cut score, this indicates that additional preparation may be necessary before entering college level courses. For those who do not meet the state established cut score, the score is an indicator that additional preparation is necessary before entering college level courses. For high school students who do not meet the college-ready cut score on the P.E.R.T., the high school must offer those students postsecondary preparatory instruction.
The scaled scores on the P.E.R.T. Placement range from 50-150. The current course placement score ranges for the (P.E.R.T.) are:

**Mathematics**
- **Lower Level Developmental Education**
  - Scores of 50-95
- **Higher Level Developmental Education**
  - Scores of 96-112
- **Intermediate Algebra (MAT 1033)**
  - Scores of 114*-122
- **College Algebra or higher (MAC 1105)**
  - Scores of 123-150

*114 is the college-ready cut score for mathematics.*

**Reading**
- **Lower Level Developmental Education**
  - Scores of 50-83
- **Higher Level Developmental Education**
  - Scores of 84-105
- **Freshman Composition Skills I (ENC 1101)**
  - Scores of 106*-150

*106 is the college-ready cut score for reading.*

**Writing**
- **Lower Level Developmental Education**
  - Scores of 50-89
- **Higher Level Developmental Education**
  - Scores of 90-102
- **Freshman Composition Skills I (ENC 1101)**
  - Scores of 103*-150

*103 is the college-ready cut score for writing.*

The PERT study guide can be found at [http://www.fldoe.org/schools/pdf/PERT-StudentStudyGuide.pdf](http://www.fldoe.org/schools/pdf/PERT-StudentStudyGuide.pdf)
Credit Recovery Options
MyDistrict Virtual School and Florida Virtual School
Students who earn a D or F in a course can opt to retake the course to retrieve the credit for graduation. Students can register on MyDistrict Virtual School during the school year or Florida Virtual School during the summer to retrieve credit. Students should seek advisement from his/her school counselor prior to registering.

Continuum Program for Credit Retrieval
A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Continuum credit retrieval Program. This program is an option, not a requirement for students:

• who are not on schedule to graduate with their cohort – deficient in credits,
• with a GPA below a 2.0 – in danger of not graduating, or
• who meet one or more of the grade forgiveness criteria. Students should move through the correct progression of the curriculum before the credit retrieval program is allowed when the GPA is above a 2.0. Students must receive a grade of F in order to retake a class. Due to National Collegiate Athletic Association (NCAA) eligibility requirements, credit retrieval courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see: http://www.ncaa.org/ or http://web1.ncaa.org/ECWR2/NCAA_ESMS/NCAA.html.

Grade Forgiveness Policy
Grade Forgiveness for High School Students 1003.428 (4) (d) F.S. State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. These restrictions on forgiveness do not apply to students below grade 9 taking high school courses. Such students may repeat a course for forgiveness with grades C or below. Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student’s transcript.

P.K. Yonge DRS may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements. P.K. Yonge DRS’ forgiveness policy is for the purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school or raise their GPA.

Grade Forgiveness 1003.428 (5) (e) 1 F.S. Grade Forgiveness of High School Credit by Middle School Students High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such case, P.K.Yonge DRS’ forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student’s high school transcript and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.428 (4) (d) F.S.)
**Determination of Grade Point Average (GPA)**

GPA is calculated each semester by using the quality point values shown below. Transcripts will show an un-weighted and a weighted GPA. Quality point values are increased for all Honors, Advanced Placement and College Level Dual Enrollment classes. These points are substituted in the weighted GPA calculations.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>REGULAR</th>
<th>HONORS</th>
<th>DUAL ENROLL/AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
</tbody>
</table>

To calculate GPA, add the quality points earned and divide by the number of credits attempted. Grades of “F” receive no points, but the attempted credit is still included in the calculation. Please note that the Bright Futures Scholarship Program and some universities use different weighting systems to determine GPA.

**Determination of Class Rank**

- Class rank is based on local weighted GPA.
- Class rank is determined at the end of each semester.
- All students are ranked.
- All classes are included in GPA and class rank.

**SECTION III**

**Educational Opportunities at P.K. Yonge**

**P.K. Yonge Developmental Research School Virtual School Option**

As stipulated by the Florida K-20 Education Code (s.1002.20) parents have the right to choose educational options for their children. Section 1002.455, F. S., states that school districts are required to provide one virtual school option. The virtual option provided by P.K. Yonge DRS during the academic year is MyDistrict Virtual School through an agreement with the Northeast Florida Educational Consortium. P.K. Yonge DRS may not deny access to courses offered by MyDistrict or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student’s academic history, grade level, and age. Access to MyDistrict for students shall be available during and after the scheduled school day. Access to FLVS for students shall be available after the scheduled school day. MyDistrict and FLVS are available throughout the summer. Students wishing to take courses from MyDistrict or FLVS must work closely with their school counselors. Virtual School is not an option for a schedule change after school starts.

Students enrolled in a MyDistrict/FLVS course which requires a state end-of-course assessment (EOC) are required to take the EOC.
Parents will be provided written notification of the *MyDistrict Virtual School* open enrollment period no less than 90 days prior to the first day of the school year; **open enrollment will end 30 days before the first day of school.** Written notification will be provided through the 2016-2017 Registration Course Request Form.

### MyDistrict/FLVS Guidelines for High School

- Use of the Library during the scheduled school day has been established to assist in student access to MyDistrict virtual courses. Students enrolled in these classes will be held to daily class attendance requirements even if course is completed prior to the end of the enrolled semester.
- It is recommended that students have a 2.0 or higher OR FSA scores confirming grade level achievement unless the student has medical or behavior issues that may limit success in the traditional classroom.
- Students must meet with their school counselor to determine if placement in a MyDistrict/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course. ALL courses must be approved by the school counselor.

Requests for MyDistrict courses to be taken during the school day must be made within 30 days prior to the first day of school. The following steps are necessary to enroll in a MyDistrict Virtual School course.

1. The parent/student must contact a PKY counselor to create an account and register for MyDistrict Virtual School.
2. The PKY school counselor approves course(s). MyDistrict Virtual School will assign a teacher and this can take approximately 2-4 weeks depending upon course/teacher availability.

Students wishing to take courses at *MyDistrict Virtual School* throughout the school year are more than welcome to do so. The following policies will be used to approve or deny these courses. Counselors will approve *MyDistrict Virtual School* courses under the following circumstances:

- **Credit Recovery** - In situations where a student made an "F" and needs to retake the course for credit
- **Grade Forgiveness (for high school courses)** - In situations where a student made a "D" or "F" for a semester or full year. Students must earn a “C” or better to replace the “D” or “F” grade
- **Academic Enrichment** - If the desired online course(s) is an academically appropriate placement based on the criteria set forth by F.S. 1002.20

Counselors may determine if the course(s) is academically appropriate based on:

- Student's academic history
- Material/content of course is grade level and/or age appropriate for the student at this time
- Requested courses adhere to the recommended course progression

The following steps are necessary to enroll in a *MyDistrict Virtual School* course.

1. The parent/student reviews the MyDistrict Handbook.
2. The parent/student meets with their PKY counselor to discuss the course of interest and to determine if it is necessary and/or appropriate for the student.

3. The parent/student must create an account and register for MyDistrict Virtual School through www.flvs.net. Be sure to choose My District Virtual School when registering for your course. *Helpful tip: PK Yonge’s district name is UF Lab School, NOT Alachua County.

4. The PKY counselor approves course(s).

5. MyDistrict Virtual School will assign a teacher and this may take up to two weeks depending upon course/teacher availability.

Credits from other accredited education providers acquired beyond the academic year (i.e. Florida Virtual School) may also be authorized but students and parents are cautioned these may not suffice for FHSAA or NCAA, eligibility requirements. All credits earned may be transferred to PKY DRS to be credited toward graduation requirements. Academic acceleration attempts via Florida Virtual School (FLVS), and other educational institutions or programs, are subject to approval by the principal and/or designee and the grade earned will be placed on the student's transcript or permanent academic record.

Advanced Placement Courses

P.K. Yonge offers AP course work in Studio Art, English Language, English Literature, American History, American Government, Economics, Human Geography, World History, Biology, Statistics, Calculus AB, Environmental Science, and Spanish. Highly motivated students are encouraged to take Advanced Placement courses. These classes are considered to be college level courses and are an important consideration by colleges and universities when evaluating an applicant’s transcript. Students who decide to pursue AP courses will be required to complete any AP classes they take and to take the National Advanced Placement exams. AP exam scores range from 1 to 5. To be eligible for college credit a student must attain a score of three or higher on the exam. College credit is determined and awarded by the college or university the student attends. Students must demonstrate evidence of high quality work in previous courses in the subject area to be eligible for AP courses. Please refer to the Course Description section in this handbook for departmental requirements.

To view how AP test scores transfer to college credit, visit https://apstudent.collegeboard.org/creditandplacement/search-credit-policies

Dual Enrollment

Dual Enrollment Programs were created to allow qualified students the opportunity to fulfill high school graduation requirements while earning college credit toward a degree program. Programs are offered on the Santa Fe College campus and the University of Florida campus. There is no cost to the student for admission fees, tuition, or books during the regular school year.

*Please note, Dual Enrollment programs are designed for students with secondary credit who have a level of maturity appropriate for a college campus. Dual Enrollment students will be enrolled in classes with the general student body population which will include individuals of diverse ages and backgrounds.

Parents/guardians must understand that federal law does not give college faculty the authority to speak with parents regarding a student’s academic record. The counselors in the High
School Dual Enrollment Program act as intermediaries between parents and college faculty. Written permission is given by the student to share their educational records with parent/guardian, counselors, and instructors to ensure success which is in compliance with the Family Education and Rights Privacy Act (FERPA). Parent/guardians are not permitted to attend class with their student.

Please note that grades earned in dual credit courses will be recorded on the students’ permanent college/university transcript. A poor grade earned in a dual credit course may have a negative impact on full-time university admission, may negatively impact financial aid opportunities, may negatively affect the students’ chances of being admitted to the college major of choice, and may even affect graduate school admissions. Dual enrollment is a good choice for students confident in their ability to earn grades of “A’s” and “B’s” in college level courses.

The information relayed in this document may be subject to change as a result of changes in state legislation and/or the current Articulation Agreements with Santa Fe College or the University of Florida. Always refer to the online P.K. Yonge Student Progression Plan and/or the P.K. Yonge Dual Enrollment Handbook for the most up-to-date school policy on dual enrollment. Refer to the school website at www.pkyonge.ufl.edu to view the Student Progression Plan and the Dual Enrollment Handbook.

**Dual Enrollment Programs**

**Early College/ Academics Program at Santa Fe College**

Early College/ Academic students are registered part-time in college courses that are creditable toward a high school diploma and an Associate of Arts degree. Part-time enrollment is considered up to 11 college credits for fall and spring terms and 3 college credits for each summer term.

To be eligible, students must:
- Have a minimum of five (5) high school credits with at least one credit in English, science, and mathematics with a grade of B or above.
- Achieve all college level scores on the PERT, ACT, or SAT
- Have a 3.0 unweighted cumulative high school GPA

**Collegiate High School Program at Santa Fe College**

The Collegiate High School Program is full-time enrollment of college courses that are creditable toward high school diploma, an Associate of Arts degree, a Baccalaureate degree, or postsecondary industry certification in Automotive, Welding, Emergency Medical Technician, Certified Nursing Assistant, Dental Assisting and Information Technology. These students are eligible to participate for at least one full school year and will have access to postsecondary coursework on Santa Fe College’s campus which will enable students to accumulate a minimum of 30 college credits fall and spring terms.

To be eligible, students must:
- Be an 11th or 12th grade student
- Achieve all college level scores on the PERT, ACT, or SAT
- Have a 3.0 unweighted cumulative high school GPA

**Dual Credit Enrollment at the University of Florida**

The Dual Credit Enrollment Program at the University of Florida permits qualified high school students to enroll part-time in regularly offered courses listed and described in the University’s
undergraduate catalog.

To be eligible, students must:
- Must be entering 11th or 12th grade
- Have a 3.25 unweighted high school GPA in academic subjects
- Must have SAT scores of 460 on reading, mathematics, and writing sections or ACT scores of 19 on reading, mathematics, and English.

Application Procedures
1. Student should meet the minimum cumulative unweighted grade point average of 3.0 for Santa Fe College and 3.25 for the University of Florida dual enrollment.
2. Student should meet the minimum passing scores for testing according to the college program using the ACT, SAT, and/or PERT.
3. Student and parent/guardian should carefully and completely read the P.K. Yonge Dual Enrollment Handbook.
4. Student should schedule and attend a meeting with his/her parent/guardian and high school counselor at which time the program will be explained in detail.
5. Student should sign, along with the parent, the Dual Enrollment Guidelines Agreement.
6. Student should complete an Application for Dual Enrollment (found at the college’s website) and bring it to his/her appropriate high school counselor. The high school counselor will verify the test scores and G.P.A. on the application.
7. The student will take the completed application along with registration forms to the college Dual Enrollment Office.

Course Levels for Grades 9-12

Course levels are designated as follows:

**Level 1** = Fundamental or basic courses. No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student’s assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student’s individual educational plan or in a student performance plan, signed by the principal, the school counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older. If these requirements are met, a Level 1 course may meet subject area graduation requirements.

**Level 2** = Regular, core courses

**Level 3** = Honors, Advanced Placement

Example:
- Remedial = Intensive Reading. Please note that Intensive classes provide elective credit only.
- Level 1 = Pre-Algebra (1200300)
- Level 2 = Algebra I (1200310)
- Level 3 = Algebra I Honors (1200320)
Course Selection

Course selection is regarded as an important function and should be given very serious consideration by students and parents. Students must meet the graduation requirements listed under High School Graduation Requirements. The scheduling process involves input from teachers and counselors during each academic year. Schedule changes will be considered up to the first week of the school year only. After that point, schedule changes will only be considered if an error has been made in class placement. Please take the time to review your child’s course requests in April and communicate with your child’s counselor with any concerns or questions.

Is AP Right for you?

1. Are you thinking of attending a college or university after high school?  
   | Yes ___ | No ___ |

2. Are you willing to spend extra time and effort to earn a college credit in a high school course?  
   | Yes ___ | No ___ |

3. Are you willing to limit your hours per week on a part-time job?  
   | Yes ___ | No ___ |

4. Generally, students taking AP classes can handle no more than three extracurricular commitments, and must be prepared to manage these very carefully. Are you willing to put your AP course work in its proper place?  
   | Yes ___ | No ___ |

5. Can you limit community activities during the week?  
   | Yes ___ | No ___ |

6. Will you devote time to homework each day?  
   | Yes ___ | No ___ |

7. Do you like to read without being told to do so?  
   | Yes ___ | No ___ |

8. Are you willing to make a firm commitment to persevere in the AP course until you find success, even if the course proves to be challenging at the beginning of the school year?  
   | Yes ___ | No ___ |

9. Are you willing to commit yourself to completing assigned tasks on time?  
   | Yes ___ | No ___ |

10. Are you willing to commit extra time to the improvement of your study skills?  
    | Yes ___ | No ___ |

If there are more "no" than "yes" responses, Advanced Placement (AP) may not be the right choice for you. Please talk with your parents, teachers, and counselor to help make the best decision for you.
# Is Online Learning Right For You?

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you self-motivated and self-disciplined?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>2</td>
<td>Are you comfortable using a computer?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>3</td>
<td>Can you enlist support from people around you when you need help?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>4</td>
<td>Can you organize your time so that you have regular work periods to complete online assignments?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>5</td>
<td>Can you maintain open communication with your online instructor?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>6</td>
<td>Can you stay on-task when doing schoolwork at home?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>7</td>
<td>Do you stay focused when using the Internet for learning?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>8</td>
<td>Do you understand that an online class can be just as challenging as the same course offered face to face?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>9</td>
<td>Are you willing to commit yourself to completing assigned tasks on time?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>10</td>
<td>Are you willing to commit extra time to the improvement of your study skills?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>11</td>
<td>Do you enjoy reading and writing?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>12</td>
<td>Are you comfortable using e-mail to communicate with others?</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

If there are more "no" than "yes" responses, online learning may not be the right choice for you. Please talk with your parents, teachers, and counselor to help make the best decision for you.
Course Catalog and Course Descriptions

Course Catalog ................................................................................................................................................33
- English/Language Arts with Course Descriptions.....................................................................................34
- Mathematics with Course Descriptions.......................................................................................................38
- Science with Course Descriptions..............................................................................................................41
- Social Studies with Course Descriptions....................................................................................................45
- Physical Education with Course Descriptions.............................................................................................50
- World Language with Course Descriptions................................................................................................53
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English Language Arts

4 Credits required for Graduation

Sequence for English

- English Honors 1
- English Honors 2
- English Honors 3
- AP English Language Composition
- English Honors 4
- AP English Literature Composition
Course Title: English Honors 1  
Course Number: 1001320  
Subject Area: English Language Arts  
Credit: 1.0  
Course Length: 1 year  
Prerequisites: Successful completion of 8th grade  
Major concepts/content: The purpose of this course is to promote academic excellence in English Language Arts through enriched experiences in literature, writing, speaking, and listening. Students will be expected to meet standards that reflect a greater degree of sophistication and sensitivity in the reading and writing process. The content should include, but not be limited to the following:  
- Critical analysis of major literary genres  
- Composition, focusing on the writing process in creative, logical, and critical modes  
- Frequent practice in all aspects of the writing process with additional emphasis on form, style, and voice  
- Development of critical skills in analysis of diction, imagery, tone, detail, and syntax  
- Formal speaking experiences  
- Critical skills in listening and observing  
In addition to the course work described, students will be expected to:  
- Read two novels during the summer and complete associated activities  
- Complete weekly writing assignments  
- Complete group and individual presentation  

Course Title: English Honors 2  
Course Number: 1001350  
Subject Area: English Language Arts  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: Successful completion of English 1  
Major concepts/content: The purpose of this course is to promote academic excellence in English Language Arts through enriched experiences in literature, writing, speaking, and listening. Students will be expected to meet standards that reflect a greater degree of sophistication and sensitivity in the reading and writing process. The content should include, but not be limited to the following:  
- Universal themes found in world literature  
- Critical analysis of various genres in literature  
- Composition instruction, including the creative, logical, and critical aspects of the writing process  
- Frequent practice in using all aspects of composition, including prewriting, drafting, and revising  
- Language study, including usage, mechanics, and other elements of standard written English  
- Development of critical skills in the analysis of diction, imagery, tone, detail, and syntax  
- Development and refinement of literary analysis in terms of reading and writing strategies  
- Formal and informal speaking  
- Vocabulary study  
- Critical listening and observation skills  
In addition to the course work described, students will be expected to:  
- Read two novels during the summer and complete associated activities  
- Survey study of world literatures and cultures  
- Complete world cultures project  
- Write multiple essays each quarter in the following genres: literary analysis, personal narrative, expository, persuasive  
- Earn extra credit for individual cultural experience  

Course Title: English Honors 3  
Course Number: 1001380  
Subject Area: English Language Arts  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: English 2  
Major concepts/content: The purpose of this course is to promote academic excellence in English Language Arts through enriched experiences in literature, writing, speaking, and listening. Students will be expected to meet standards that reflect a greater degree of sophistication and sensitivity in the reading, writing, and research processes. The content should include, but not be limited to the following:  
- Read two books over the summer before enrollment.  
- Read numerous literary selections during each quarter that pertains to major themes and events in American culture.  
- Practice speaking, writing, and listening in a variety of genres for a variety of audiences  
- Persuasive letters, research, essays, descriptive stories, personal narratives, and expository writing  
- Focus on linguistic phenomena, vocabulary development, grammar, usage, style, and mechanics
Course Title: Advanced Placement English Language and Composition (11th grade)  
Course Number: 1001420  
Subject Area: English Language Arts  
Credit: 1.0  
Course Length: 1 year  
Prerequisites: Students must have earned 1) an A or B during both semesters of English 2 Honors and 2) a recommendation from the English 2 Honors instructor.  
Major concepts/content: The purpose of this course is to provide students with an understanding of the semantic structural and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. The content should include, but not be limited to the following:  
- Two summer reading books with associated activities  
- Study of literature and thought with emphasis on the American Experience  
- Minimum eight novels throughout the course of the year  
- Intensive study of rhetorical theory  
- Write essays in the following genres: literary analysis, personal narrative, expository, persuasive  
- Additional focus (reading and writing) on methods of literary analysis  
- Advanced Placement test preparation  
- Students passing the AP test are eligible to receive college credit (dependent on individual college requirements)  
- Therefore, the requirements of the course parallel a college course. Students will be required to complete extensive reading and writing assignments both in school and at home and sign a contract accepting Advanced Placement requirements.

Course Title: English Honors 4  
Course Number: 1001410  
Subject Area: English Language Arts  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: Successful completion of English 3 Honors or AP English Language  
Major concepts/content:  
Reading standards are as follows and the content should include, but not be limited to the following:  
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  
- Assess how point of view or purpose shapes the content and style of a text.  

Writing Standards are as follows:  
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach  
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Course Title: Advanced Placement English Literature and Composition (12th grade)  
Course Number: 1001430  
Subject Area: English Language Arts  
Credit: 1.0  
Course Length: 1 year  
Prerequisites: 1) Students must have taken at least one semester of AP English Language in 11th grade; 2) Students must have passed the Writing and Reading sections of the PERT or other equivalent college readiness exam; 3) Students who do not qualify with previous AP experiences can register only with recommendation from English 3 teacher.  
Major concepts/content: The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer’s craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to the literature as shared experience. The content should include, but not be limited to the following:  
- Content specified by the College Board Advanced Placement program  
- Signed contract accepting Advanced Placement requirements  
- Four summer reading books with associated activities  
- Intensive study of Shakespeare  
- Multiple essays each quarter in the following genres: literary analysis, personal narrative, expository, persuasive  
- Additional focus (reading and writing) on methods of literary analysis  
- Advanced Placement test preparation and required individual cultural experiences
Mathematics

4 Credits Required for Graduation

Sequence for Mathematics

Algebra 1 (9th Grade) → Algebra 1 Honors (8th Grade) → Geometry Honors → Algebra 2 Honors → Pre-Calculus Honors (Based on College Readiness Standards)

Math for College Readiness (Based on College Readiness Standards) → Probability and Statistics with Applications Honors (can be taken in conjunction with other math courses)

AP Statistics (can be taken in conjunction with Pre-Calculus or AP Calculus; may be taken in conjunction with Algebra 2 with teacher recommendation) → AP Calculus AB
Course Title: Algebra 1  
Subject Area: Mathematics  
Credit: 1.0  
Course Number: 1200310  
Course Length: 1 year  
Prerequisites: Successful completion of 8th grade math  

Major concepts/content: The purpose of this course is to develop the algebraic concepts and processes, which can be used to solve a variety of real world and mathematical problems. The content should include, but not be limited to the following:

- Variables
- Structure and properties of the real number system
- First-degree equations and inequalities
- Relations and functions
- Graphs
- Systems of linear equations and inequalities
- Integral exponents
- Polynomials
- Factoring
- Rational algebraic expressions
- Irrational numbers
- Radical expressions
- Quadratic equations

Course Title: Algebra 1 Honors  
Subject Area: Mathematics  
Credit: 1.0  
Course Number: 1200320  
Course Length: 1 year  
Prerequisites: Minimum 2.5 un-weighted GPA in Math. 8th grade students who successfully complete this class will earn high school credit.  

Major concepts/content: The purpose of this course is to develop the algebraic concepts and processes, which can be used to solve a variety of real world and mathematical problems. The content should include, but not be limited to the following:

- Variables
- Structure and properties of the real number system
- First-degree equations and inequalities
- Relations and functions
- Graphs
- Systems of linear equations and inequalities
- Integral exponents
- Polynomials
- Factoring
- Rational algebraic expressions
- Irrational numbers
- Radical expressions
- Quadratic equations

Course Title: Geometry Honors  
Subject Area: Mathematics  
Credit: 1.0  
Course Number: 1206320  
Course Length: 1 year  
Prerequisites: Completion of Algebra 1.  
Note: This Blended course will meet the “on-line learning” graduation requirement.  

Major concepts/content: The purpose of this course is to provide a rigorous, in-depth study of geometric relationships and deductive strategies, which can be used to solve a variety of real world and mathematical problems. The content should include, but not be limited to, the following:

- Logic
- Deductive arguments and proofs
- Undefined terms
- Segments and angles
- Two- and three-dimensional figures
- Perpendicularity and parallelism
- Similarity
- Congruence
- Constructions
- Perimeter, area, and volume
- Coordinate and transformational geometry
- Basic trigonometry in right triangles

Course Title: Algebra 2 Honors  
Subject Area: Mathematics  
Credit: 1.0  
Course Number: 1200340  
Course Length: 1 year  
Prerequisites: Completion of Algebra 1 and Geometry  

Major concepts/content: The purpose of this course is to continue the rigorous and in-depth study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but not be limited to, the following:

- Structure and properties of the complex number system
- Relations, functions, and graphs
- Rational and irrational expressions
- Equations and inequalities
- Systems of equations and inequalities
- Polynomial functions
- Rational exponents
- Logarithmic and exponential functions
- Permutations, combinations, and probability
- Arithmetic and geometric sequences and series
Course Title: Mathematics for College Readiness
Subject Area: Mathematics
Prerequisites: Algebra 1, Geometry, Algebra 2 – This class is only for students who have not met the Standards for College Readiness.
Major concepts/content: This course is designed to improve college readiness in mathematics. This course covers the following topics:
- Factoring and quadratic equations
- Algebraic fractions
- Radicals, rational exponents, and rational equations
- Linear equations and systems of linear equations
- Inequalities in two variables and their graphs
- Functions

Course Title: Probability and Statistics with Applications Honors
Subject Area: Mathematics
Prerequisites: Completion of Algebra I, Geometry, and Algebra 2
Major Concepts/Content: This course introduces students to the major concepts in probability and statistics. This content should include, but not be limited to, the following:
- Collecting and analyzing data and drawing accurate conclusions from it.
- Learning how to design a study, collect relevant data, and understand its distribution by using graphical and numerical methods.
- Conducting a thorough study of probability and more complex statistical theory that will enable students to use collected data as evidence to make estimations, predictions, and conclusions about the world around us.
- Understand and accurately evaluate the work of other statisticians.

Course Title: Pre-Calculus Honors
Subject Area: Mathematics
Prerequisites: Completion of Algebra I, Geometry, and Algebra 2 and meeting the Standards for College Readiness.
Major concepts/content: The purpose of this course is to demonstrate the relationships between algebra, geometry, and trigonometry and use this relationship in preparation for calculus. The content should include, but not be limited to, the following:
- Polynomial and rational functions
- Graphs and curve sketching
- Circular and trigonometric functions and their inverses
- Trigonometric identities
- Graphs of trigonometric functions and their inverses
- Trigonometric equations
- Vectors
- Conic sections
- Equations and graphs in polar form
- Parametric equations

Course Title: Advanced Placement Calculus AB
Subject Area: Mathematics
Prerequisites: Completion of Algebra I, Geometry, Algebra 2, and an earned grade of C or above in Pre-Calculus (or equivalent).
Major Concepts/Content: The purpose of this course is to enable students to develop an understanding of calculus and be able to use it in applications. The content should include, but not be limited to, the following:
- Functions, graphs, continuity, and limits
- Derivatives – concept, computation and applications
- Second derivatives
- Integrals
- Fundamental theorem of calculus
- Antidifferentiation
- Approximation of definite integrals

Course Title: Advanced Placement Statistics
Subject Area: Mathematics
Prerequisites: Completion of Algebra I, Geometry, and Algebra 2
Major Concepts/Content: The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The content should include, but not be limited to, the following:
- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses.
3 Credits Required for Graduation

Sequence for Science

Students must meet the prerequisites for all courses beyond Biology 1 Honors.
Course Title: Biology 1 Honors
Course Number: 2000320
Subject Area: Science
Credit: 1.0
Course Length: 1 year
Prerequisite: None
Note: This Blended course will meet the “on-line learning” graduation requirement.

Major concepts/content: The purpose of this course is to provide advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts that were introduced in the elementary and the junior high/middle schools and presents additional facts, concepts, and generalizations. The content should include, but not be limited to the following:

- The scientific method
- Scientific measurement, laboratory safety, and use of laboratory apparatus
- Biochemistry
- Cell biology
- Cell reproduction
- Genetics
- Biological changes through time
- Classification and taxonomy
- Microorganisms and disease
- Structure and function of plants
- Structure and function of animals
- Human anatomy and physiology
- Ecological relationships

Special Note: Laboratory and field investigations of selected topics in the content, which include the use of scientific methods, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

Course Title: Human Anatomy and Physiology 1 Honors
Course Number: 2000360
Subject Area: Science
Credit: 1.0
Course Length: 1 year
Prerequisite: Biology 1 Honors Credit, Level 3 or greater on FSA ELA and on Biology, Algebra 1, and Geometry EOC exams. A minimum 3.0 un-weighted GPA in high school science and math courses.

Major concepts/content: The purpose of this course is to study the structure, function and physiology of the major components of the human body. The content should include but not be limited to the following:

- Anatomy and histology of four major tissues of the human body
- Function and physiology of the following human body systems:
  - Circulatory
  - Nervous including signal transmission and major sensory organs
  - Respiratory
  - Digestive
  - Excretory
  - Lymphatic
  - Endocrine
  - Immune
  - Reproductive
  - Musculature

Special Note: Laboratory and field investigations of selected topics in the content, which include the use of scientific methods, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

Course Title: Chemistry 1
Course Number: 2000340
Subject Area: Science
Credit: 1.0
Course Length: 1 year
Prerequisite: Credit in Biology 1 Honors and Algebra 1 and concurrently enrolled in Geometry or more advanced math.

Major concepts/content: This course is to study the composition, properties, and changes associated with matter. The content should include, but not be limited to the following:

- Classification and structure of matter
- Atomic theory
- The periodic table
- Bonding
- Chemical formulas
- Chemical reactions and balanced equations
- The behavior of gases
- Physical changes
- Acids, bases, and salts
- Energy associated with physical and chemical changes

Special Note: Laboratory and field investigations of selected topics in the content, which include the use of scientific methods, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.
Course Title: Chemistry 1 Honors  
Course Number: 2003350  
Subject Area: Science  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: Level 3 or greater on FSA ELA and on Biology, Algebra 1, and Geometry EOC exams. A minimum 3.0 un-weighted GPA in high school science and math courses. Must be concurrently enrolled in Algebra 2 or more advanced math.

Major concepts/content: The purpose of this course is to provide a rigorous study of the composition, properties, and changes associated with matter. The content should include, but not be limited to the following:

- Changes of matter
- Atomic structure
- Periodic table
- Bonding
- Formulas and equations
- Mole concept
- Gas laws
- Thermodynamics
- Energy and order
- Reaction rates and equilibrium
- Solutions, including acids, bases, and salts
- Nuclear chemistry
- Electrochemistry
- Organic chemistry

Special Note: Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

Course Title: Marine Science 1  
Course Number: 2002500  
Subject Area: Science  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: Credit in Biology 1 and Chemistry 1

Major Concepts/Content: The purpose of this course is to provide an overview of the marine environment.

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

- The nature of science
- The origins of the oceans
- The chemical, physical, and geological aspects of the marine environment
- Ecology of various sea zones
- Marine communities
- The diversity of marine organisms
- Characteristics of major marine ecosystems
- Characteristics of major marine phyla/divisions
- The interrelationship between man and the ocean

Special Note: Laboratory and field investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

Course Title: Marine Science 1 Honors  
Course Number: 2002510  
Subject Area: Science  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: Level 3 or greater on FSA ELA and on Biology, Algebra 1, and Geometry EOC exams. A minimum 3.0 un-weighted GPA in high school science and math courses.

Major Concepts/Content: The purpose of this course is to provide an in-depth overview of the marine environment. An original science research paper is required. The content of this course should include, but not be limited to the following:

- The nature of science
- The origins of the oceans
- The chemical, physical, and geological aspects of the marine environment
- Ecology of various sea zones
- Marine communities
- The diversity of marine organisms
- Characteristics of major marine ecosystems
- Characteristics of major marine phyla/divisions
- The interrelationship between man and the ocean

Special Note: Laboratory and field investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.
**Major Concepts/Content:** The purpose of this course is to provide an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content should include, but not be limited to the following:

- Kinematics
- Dynamics
- Energy, work, and power
- Wave characteristics
- Heat and thermodynamics
- Light and sound
- Electricity and magnetism
- Nuclear physics
- Sound

**Special Note:** Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

**Course Title:** Advanced Placement Environmental Science  
**Course Number:** 2001380  
**Subject Area:** Science  
**Credit:** 1.0  
**Course Length:** 1 year  
**Prerequisite:** Completion of Biology 1 Honors, Chemistry 1 Honors, and Algebra 2 Honors. Level 3 or greater on FSA ELA and on Biology, Algebra 1, and Geometry EOC exams. Minimum un-weighted GPA of 3.5 and an overall un-weighted GPA of 3.0.

**Major Concepts/Content:** The purpose of this course is to study the interaction of man with the environment. The content should include, but not be limited to the following:

- Scientific analysis - fundamental principles and concepts about the interdependence of earth’s systems - population dynamics - distribution, ownership, and use degradation of renewable and nonrenewable resources
- Environmental quality
- Global changes and their consequences
- Environment and society: trade-offs and decision making
- Choices for the future

**Special Note:** Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

**Course Title:** Advanced Placement Biology  
**Course Number:** 2000340  
**Subject Area:** Science  
**Credit:** 1.0  
**Course Length:** 1 year  
**Prerequisite:** Completion of Biology 1 Honors, Chemistry 1 Honors, and Algebra 2 Honors. Level 3 or greater on FSA ELA and on Biology, Algebra 1, and Geometry EOC exams. Minimum un-weighted math and science GPA of 3.5 and an overall un-weighted GPA of 3.0.

**Major Concepts/Content:** The purpose of this course is to provide a college level class in biological sciences that prepares students seeking credit and/or appropriate placement in college biology courses. Emphasis on science practices and designing testable explanations—laboratories are mandatory. Strong foundations in chemistry, math, and writing are all imperative for success in this course. Four big ideas are covered:

- Evolution: The process of evolution drives the diversity and unity of life.
- Growth and Reproduction: Biological systems utilize energy and molecular building blocks to grow, to reproduce, and to maintain homeostasis.
- Response to Stimuli: Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Interaction to Biological Systems: Biological systems interact, and these interactions possess complex properties.

**Special Note:** Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.
Social Studies

3 Credits Required for Graduation

Sequence for Social Studies

- World Cultural Geography
- World History Honors
- U.S. History Honors
- U.S. Government/Economics

- AP Human Geography
- AP World History
- AP U.S. History
- AP U.S. Government & Politics/AP Micro Economics
- AP Comparative Government & Politics/AP Macro Economics
Course Title: World Cultural Geography  
Course Number: 2103300  
Subject Area: Social Studies  
Credit: 1.0  
Course Length: 1 year  
Prerequisites: None  
Major concepts/content: Students develop multicultural understanding and use geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. They will acquire an understanding of interrelationships between people and their environment. The content should include, but not be limited to the following:  
- Study of world cultural regions in terms of location  
- Physical characteristics  
- Demographics  
- Historical changes  
- Economic activity  
- Land use  
- Study of world cultural regions in terms of location  
- Historical changes  
- Economic activity  
- Land use

Course Title: Advanced Placement Human Geography  
Course Number: 2103400  
Subject Area: Social Studies  
Credit: 1.0  
Course Length: 1 year  
Prerequisites: Students must have a teacher recommendation from their most recent social studies instructor. Students must also have a 3.5 cumulative GPA and have scored at least a level 3 on their most recent FSA ELA. If a student has a cumulative GPA of less than 3.5, they must have scored at least a level 4 on their most recent FSA ELA. Willingness to complete a required summer reading assignment is also essential. Previous coursework in geography is preferred but not required.  
Major Concepts/Content: The purpose of this course is to enable students to develop higher levels of concepts and skills related to Human Geography. The content should include, but not be limited to the following:  
- Regions  
- Population studies  
- Cultural concepts and spatial representation  
- Political geography  
- Land use  
- Urbanization  
- Issues related to space, place, and scale  
- Economic geography

Course Title: World History Honors  
Course Number: 2109320  
Subject Area: Social Studies  
Credit: 1.0  
Course Length: 1 year  
Prerequisites: FSA ELA Level ≥ 4; minimum 3.0 un-weighted GPA in 8th grade U.S. History.  
Major concepts/content: Students understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, and social and employment settings. The content should include, but not be limited to the following:  
- Geo-historic development in time-space  
- Comparative views of history  
- Origin and development of contrasting civilizations  
- Cultural universals  
- Role of religion in historical change  
- Varieties of contrasting political theories and philosophies  
- Role of science and technology as a social catalyst  
- Nationalism as a cohesive force in history  
- Diversity of economic thought and practices in the world influence of the major figures and events  
- Interpretations of the historical development of our present world order

Course Title: Advanced Placement World History  
Course Number: 2109420  
Subject Area: Social Studies  
Credit: 1.0  
Course Length: 1 year  
Prerequisites: Students should have scored a 3 on the FSA ELA (similar standardized tests may be substituted). Students should have above a 3.5 cumulative GPA. Students should have demonstrated success in a previous social studies course and have a recommendation from their most recent social studies instructor. They must be willing to complete an extensive summer assignment. All of these criteria may be reevaluated for a student who submits a written personal statement of desire to take an AP course.  
Major concepts/content: Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social, and employment settings. The content should include, but not be limited to the following:  
- The content specified by the Advanced Placement Program -an exposure to the foundations of World History prior to 1000 A.D.  
- An emphasis on the time period between 1000 and present
- Asia, Europe, Saharan, and sub-Saharan Africa China, Mesoamerica, Islam, Mongol dominance, new political units in Africa and Europe
- Analyze the impact of interaction among major societies (trade, systems of international exchange, war, and diplomacy).
- Understand the relationship of change and continuity across the world history periods covered in this course.
- Evaluate the impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
- Formulate generalizations about systems of social structure and gender structure (comparing major features within and among societies and assessing change).
- Apply processes of critical and creative thinking to evaluate cultural and intellectual developments and interactions among and within Societies.
- Synthesize changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).
- Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Course Title: United States History Honors  
Course Number: 2100320  
Subject Area: Social Studies  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: None  

Major concepts/content: The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will 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. The content should include, but not be limited to the following:
- Review of U.S. History prior to 1880 - time-space relationships - significant events and trends in the development of United States culture and institutions
- Impact of expansion on the United States - origin of United States documents, ideals, and characteristics
- The changing role of the U.S. Constitution - political, social, and economic conflicts and resolutions - technological and urban transformation of the United States
- Changes in lifestyles of United States citizens; Changes in United States foreign policy from regional to global
- Cyclical characteristics of United States economic development
- Contemporary domestic and foreign issues that affect the United States

Course Title: Advanced Placement United States History  
Course Number: 2100330  
Subject Area: Social Studies  
Credit: 1.0  
Course Length: 1 year  
Prerequisites: A score of 163 on the PSAT, and willingness to complete summer reading assignment OR a STRONG teacher recommendation

Major concepts/content: Students understand 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. The content should include, but not be limited to the following:
- As specified by the Advanced Placement Program
- In addition to the above content, this college equivalent course demands voracious amounts of reading and writing as well as sophisticated understanding of the interplay of those forces previously listed in preparation for a national examination.
Course Title: Economics with Financial Literacy  
Course Number: 2102335  
Subject Area: Social Studies  
Credit: 0.5  
Course Length: 1 semester  
Prerequisite: None

Major concepts/content: Students understand choices they must make as producers, consumers, investors, and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its unlimited wants. The content should include, but not be limited to the following:

- Economic reasoning and the principles of decision-making in the marketplace
- Productive resources
- Scarcity and choices
- Opportunity costs and tradeoffs
- Economic incentives
- Interdependence
- Role of money, saving and investing
- Government and financial institutions
- Labor

Course Title: Advanced Placement Microeconomics  
Course Number: 2102360  
Subject Area: Social Studies  
Credit: 0.5  
Course Length: 1 semester

Prerequisites: Students should have scored a level 3 or higher on the FSA ELA and a level 3 or higher on a Math EOC (similar standardized tests may be substituted). Students should have above a 3.5 cumulative GPA. Students should have demonstrated success in a previous social studies or language arts AP course and have a recommendation from their most recent social studies instructor. All of these criteria may be waived for any student that desires to take an AP government or economics course based on course instructor and guidance counselor assessment of the student’s work ethic.

Major concepts/content: In order for students to acquire the knowledge and decision-making tools necessary for understanding how society must organize its limited resources to satisfy its unlimited wants, students learn factors that influence the economic system. The content should include, but not be limited to the following:

- Fundamental economic concepts, including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money, and interdependence
- Analysis of microeconomic concepts, including markets and prices, supply and demand, competition and market structure, income distribution, market failure and the role of government

Course Title: Advanced Placement Macroeconomics  
Course Number: 2102370  
Subject Area: Social Studies  
Credit: 0.5  
Course Length: 1 semester

Prerequisites: Students should have scored a level 3 or higher on the FSA ELA and a level 3 or higher on a Math EOC (similar standardized tests may be substituted). Students should have above a 3.5 cumulative GPA. Students should have demonstrated success in a previous social studies or language arts AP course and have a recommendation from their most recent social studies instructor. All of these criteria may be waived for any student that desires to take an AP government or economics course based on course instructor and guidance counselor assessment of the student’s work ethic.

Major concepts/content: Students understand the choices they must make as producers, consumers, investors, and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants. The content should include, but not be limited to, the following:

- Scarcity
- Opportunity
- Costs and tradeoffs
- Productivity
- Economic systems and institutions
- Exchange
- Money and interdependence
- Analysis of macroeconomic concepts including gross domestic product, aggregate supply and demand, unemployment, inflation and deflation
- Monetary policy
- Fiscal policy
- International economics
### United States Government

**Course Title:** United States Government  
**Course Number:** 2106310  
**Subject Area:** Social Studies  
**Credit:** 0.5  
**Course Length:** 1 semester  
**Prerequisite:** None  
**Major concepts/content:** Students gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in contemporary American society. The content should include, but not be limited to the following:
- Interrelationship between American government and the American economic system
- Documents that shape our political traditions, including the Declaration of Independence, the Constitution, the Bill of Rights and the Federalist Papers
- Roles of the three branches of government at the local, state and national levels
- The evolving role of political parties and interest groups in determining government policy
- How rights and responsibilities of citizens in a democratic state have evolved and been interpreted
- Career opportunities available in government services
- Importance of civic participation in the democratic political process
- Role of women and diverse cultural groups in the development of our political system

### Advanced Placement United States Government and Politics

**Course Title:** Advanced Placement United States Government and Politics  
**Course Number:** 2106420  
**Subject Area:** Social Studies  
**Credit:** 0.5  
**Course Length:** 1 semester  
**Prerequisites:** Students should have scored a level 3 or higher on the FSA ELA and a level 3 or higher on a Math EOC (similar standardized tests may be substituted). Students should have above a 3.5 cumulative GPA. Students should have demonstrated success in a previous social studies or language arts AP course and have a recommendation from their most recent social studies instructor. All of these criteria may be waived for any student that desires to take an AP government or economics course based on course instructor and guidance counselor assessment of the student’s work ethic.  
**Major concepts/content:** Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective. The content should include, but not be limited to the following:
- Federalism and the separation of powers
- Development of the Constitution
- The political process
- The nature of public opinion
- Role of political parties and interest groups
- Major formal and informal institutional arrangement of power
- Development of civil liberties and civil rights

### Advanced Placement Comparative Government and Politics

**Course Title:** Advanced Placement Comparative Government and Politics  
**Course Number:** 2106430  
**Subject Area:** Social Studies  
**Credit:** 0.5  
**Course Length:** 1 semester  
**Prerequisites:** Students should have scored a level 3 or higher on the FSA ELA and a level 3 or higher on a Math EOC (similar standardized tests may be substituted). Students should have above a 3.5 cumulative GPA. Students should have demonstrated success in a previous social studies or language arts AP course and have a recommendation from their most recent social studies instructor. All of these criteria may be waived for any student that desires to take an AP government or economics course based on course instructor and guidance counselor assessment of the student’s work ethic.  
**Major concepts/content:** Students gain knowledge of the world’s diverse political structures and practices through the study of government and politics in Great Britain, France, the Commonwealth of Independent States, China and developing nations. Emphasis is placed on general concepts used to interpret key political relationships found in almost all national politics. The content should include, but not be limited to, the following:
- Nature and sources of government’s legitimacy
- Historical evolution of political traditions
- Transmission of political values
- Basis and institutional expression of social stratification
- Citizen’s role in political life
- Institutions of national government
- Roles of political parties and interest groups
- Sources, nature and consequences of political change
- Methods of comparative political analysis
1 Credit of HOPE required for Graduation

Completion of HOPE is required before enrolling in advanced P.E. classes.

Students cannot take more than one P.E. course a semester.

Sequence for Physical Education

- H.O.P.E.
  - Beginning Weight Lifting
    - Intermediate Weight Lifting
      - Advanced Weight Lifting
      - Fitness Lifestyle Design
    - Team I Sports
      - Team II Sports
        - Individual & Dual Sports I
          - Individual & Dual Sports II
        - Intermediate Weight Lifting
          - Individual & Dual Sports I
            - Advanced Weight Lifting
              - Individual & Dual Sports II
              - Fitness Lifestyle Design
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<th>Prerequisites</th>
<th>Course Number</th>
<th>Course Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOPE – Physical Education Variation</td>
<td>Physical Education</td>
<td>1.0</td>
<td>1 year</td>
<td>None</td>
<td>1506320</td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> This Blended course will meet the “on-line learning” graduation requirement. <strong>Major concepts/content:</strong> The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content should include, but not be limited to the following:</td>
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</tr>
<tr>
<td>- Biomechanical and physiological principles</td>
<td>- Safety and injury prevention – (hydration, injury, violence, environmental issues, CPR)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- Prevention and control of lifestyle diseases - risk factor assessments, includes chronic diseases, communicable and non-communicable diseases such as HIV/AIDS, other STDs, heart disease, diabetes, cancers, asthma</td>
<td>- Safety education practices</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Development of an individual wellness plan</td>
<td>- Analyzing consumer information and community resources</td>
<td></td>
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</tr>
<tr>
<td>- Responsible decision making</td>
<td>- Interpersonal communication – communication, relationships, sportsmanship</td>
<td></td>
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</tr>
<tr>
<td>- Development of an individual nutrition plan</td>
<td>- Tobacco, alcohol, and other drug use and abuse – risk and protective factors</td>
<td></td>
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</tr>
<tr>
<td>- Completion of a behavior change project</td>
<td>- Advocating for health and fitness promotion</td>
<td></td>
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</tr>
<tr>
<td>- Analyzing of skills related fitness</td>
<td>- Technology application to facilitate health and fitness</td>
<td></td>
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<td></td>
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<tr>
<td>- Apply fitness and health concepts</td>
<td></td>
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</tr>
<tr>
<td><strong>Course Title:</strong> Fitness Lifestyle Design</td>
<td><strong>Subject Area:</strong> Physical Education</td>
<td><strong>Credit:</strong> 0.5</td>
<td><strong>Course Length:</strong> 1 semester</td>
<td><strong>Prerequisite:</strong> HOPE</td>
<td><strong>Course Number:</strong> 1501310</td>
<td><strong>Course Length:</strong> 1 semester</td>
</tr>
<tr>
<td><strong>Major concepts/content:</strong> The purpose of this course is to enable students to extend their knowledge of fitness concepts, to design, implement, and evaluate a personal fitness program, and develop an individualized level of health-related fitness. The content should include, but not be limited to the following:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- Safety practices</td>
<td>- Personal fitness programs</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>- Terminology</td>
<td>- Fitness assessment</td>
<td></td>
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<tr>
<td>- Biomechanical and physiological principles</td>
<td>- Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Concepts and principles of health-related fitness</td>
<td>- Consumer issues</td>
<td></td>
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<tr>
<td>- Personal and group fitness activities</td>
<td>- Benefits of participation</td>
<td></td>
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</tr>
<tr>
<td><strong>Course Title:</strong> Weight Training 1</td>
<td><strong>Subject Area:</strong> Physical Education</td>
<td><strong>Credit:</strong> 0.5</td>
<td><strong>Course Length:</strong> 1 semester</td>
<td><strong>Prerequisites:</strong> HOPE, <strong>Course Number:</strong> 1501340</td>
<td><strong>Course Length:</strong> 1 semester</td>
<td></td>
</tr>
<tr>
<td><strong>Major concepts/content:</strong> The purpose of this course is to: (a) acquire basic knowledge and skills in weight training, (b) improve muscular strength and endurance, and (c) begin to enhance body image. The content should include, but not be limited to the following:</td>
<td></td>
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<tr>
<td>- Safety practices</td>
<td>- Biomechanical and physiological principles to improve and maintain muscular strength and endurance</td>
<td></td>
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<tr>
<td>- Assessment of health-related fitness</td>
<td>- Assessment of basic skills</td>
<td></td>
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<tr>
<td>- Importance of muscular strength and endurance</td>
<td>- Nutrition</td>
<td></td>
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<tr>
<td>- Health problems associated with inadequate levels of muscular strength and endurance</td>
<td>- Consumer issues</td>
<td></td>
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<tr>
<td>- Musculoskeletal system</td>
<td>- Fitness activities</td>
<td></td>
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</tr>
<tr>
<td><strong>Course Title:</strong> Weight Training 2</td>
<td><strong>Subject Area:</strong> Physical Education</td>
<td><strong>Credit:</strong> 0.5</td>
<td><strong>Course Length:</strong> 1 semester</td>
<td><strong>Prerequisite:</strong> HOPE, <strong>Weight Training 1</strong></td>
<td><strong>Course Number:</strong> 1501350</td>
<td><strong>Course Length:</strong> 1 semester</td>
</tr>
<tr>
<td><strong>Major concepts/content:</strong> The purpose of this course is to: (a) extend the knowledge and development of skills in weight training, (b) further improve muscular strength and endurance, and (c) further enhance body image. The content should include, but not be limited to the following:</td>
<td></td>
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<tr>
<td>- Safety practices</td>
<td>- The design, implementation, and evaluation of a personal weight-training program</td>
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<tr>
<td>- Assessment of health-related fitness</td>
<td>- Assessment of basic skills</td>
<td></td>
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<tr>
<td>- Reinforcement of basic weight-training concepts</td>
<td>- Consumer issues</td>
<td></td>
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<tr>
<td>- Expansion of weight-training programs</td>
<td>- Fitness activities</td>
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<tr>
<td>- Weight-training theories</td>
<td></td>
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<tr>
<td>Course Title</td>
<td>Subject Area</td>
<td>Course Number</td>
<td>Credit</td>
<td>Course Length</td>
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<tr>
<td>Weight Training 3</td>
<td>Physical Education</td>
<td>1501360</td>
<td>0.5</td>
<td>1 semester</td>
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<tr>
<td>Prerequisite:</td>
<td>HOPE, Weight Training 1 &amp; 2</td>
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<tr>
<td>Major concepts/content:</td>
<td>The purpose of this course is to: (a) further extend the knowledge and development of skills in weight training, (b) continue to improve muscular strength and endurance, and (c) continue to enhance body image. The content should include, but not be limited to the following:</td>
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<tr>
<td></td>
<td>• Safety practices</td>
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</tr>
<tr>
<td></td>
<td>• Assessment of health-related fitness</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Reinforcement of weight-training concepts</td>
<td></td>
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<tr>
<td></td>
<td>• Design, implementation, and evaluation of a personal weight-training program to meet specific needs and goals</td>
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<tr>
<td></td>
<td>• Organization and administration of weight-lifting activities</td>
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<tr>
<td></td>
<td>• Assessment of basic skills</td>
<td></td>
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<tr>
<td></td>
<td>• Consumer issues</td>
<td></td>
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<tr>
<td></td>
<td>• Fitness activities</td>
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</tbody>
</table>

| Team Sports 1              | Physical Education | 1503350       | 0.5    | 1 semester    |
| Prerequisite:              | HOPE               |               |        |               |
| Major concepts/content:    | This is a survey course whose purpose it is to: (a) acquire knowledge of team sports play, (b) develop skills in selected team sports, and (c) maintain and/or improve health-related fitness. The content should include, but not be limited to the following: |
|                           | • Safety practices |               |        |               |
|                           | • Assessment of health-related fitness |               |        |               |
|                           | • Skills          |               |        |               |
|                           | • Techniques      |               |        |               |
|                           | • Strategies      |               |        |               |
|                           | • Rules           |               |        |               |
|                           | • Assessment of basic skills |               |        |               |
|                           | • Consumer issues |               |        |               |
|                           | • Fitness activities |               |        |               |

| Team Sports 2              | Physical Education | 1503360       | 0.5    | 1 semester    |
| Prerequisite:              | HOPE, Team Sports 1 |            |        |               |
| Major concepts/content:    | This is a survey course whose purpose it is to: (a) acquire knowledge of team sports play, (b) develop skills in selected team sports, and (c) maintain and/or improve health-related fitness. The content should include, but not be limited to the following: |
|                           | • Safety practices |               |        |               |
|                           | • Assessment of health-related fitness skills |               |        |               |
|                           | • Techniques      |               |        |               |
|                           | • Strategies      |               |        |               |
|                           | • Rules           |               |        |               |
|                           | • Assessment of basic skills |               |        |               |
|                           | • Consumer issues |               |        |               |
|                           | • Fitness activities |               |        |               |

| Individual and Dual Sports 1 | Physical Education | 1502410       | 0.5    | 1 semester    |
| Prerequisite:              | HOPE               |               |        |               |
| Major concepts/content:    | This is a survey course whose purpose is to: (a) acquire knowledge of individual and dual sports play, (b) develop basic skills in selected individual and dual sports, and (c) maintain and/or improve health-related fitness. The content should include, but not be limited to the following areas: |
|                           | • Safety practices |               |        |               |
|                           | • Assessment of health-related fitness |               |        |               |
|                           | • Techniques      |               |        |               |
|                           | • Strategies      |               |        |               |
|                           | • Basic skills    |               |        |               |
|                           | • Assessment of basic skills |               |        |               |
|                           | • Consumer issues |               |        |               |
|                           | • Fitness activities |               |        |               |

| Individual and Dual Sports 2 | Physical Education | 1502420       | 0.5    | 1 semester    |
| Prerequisite:              | HOPE, Individual and Dual Sports 1 |            |        |               |
| Major concepts/content:    | This is a survey course: (a) acquire knowledge of individual and dual sports play, (b) develop basic skills in selected individual and dual sports, and (c) maintain and/or improve health-related fitness. The content should include, but not be limited to the following: |
|                           | • Safety practices |               |        |               |
|                           | • Assessment of health-related fitness |               |        |               |
|                           | • Basic skills    |               |        |               |
|                           | • Techniques      |               |        |               |
|                           | • Strategies      |               |        |               |
|                           | • Rules           |               |        |               |
|                           | • Assessment of basic skill |               |        |               |
|                           | • Consumer issue  |               |        |               |
|                           | • Fitness activities |               |        |               |
Please Note: Completion of two credits in the same World Language are required for State University Admissions and Bright Futures Scholarship

**Sequence for World Language**

```
Spanish 1
→ Spanish 2
→ Spanish 3 Honors
→ AP Spanish Language

French 1
(No longer available after 2015-2016 SY)
→ French 2
(No longer available after 2016-2017 SY)
→ French 3 Honors
(No longer available after 2017-2018)

Portuguese 1
(Beginning 2016-2017 SY)
→ Portuguese 2
(Beginning 2017-2018 SY)
→ Portuguese 3 Honors
(Beginning 2018-2019 SY)
```

French prerequisite for native speakers: A placement test will be administered to determine the appropriate course level, i.e. French 1 versus French 2 etc. Upon successful completion, Native speakers who place into a French course beyond French 2 will receive a designation on their record indicating proficiency in 2 years of World language.

Spanish prerequisite for native speakers: A placement test will be administered to determine the appropriate course level, i.e. Spanish 1 versus Spanish 2 etc. Upon successful completion, Native speakers who place into a Spanish course beyond Spanish 1 will receive a designation on their record indicating proficiency in 2 years of World language.
Course Title: Portuguese 1  
Course Number: 0713300  
Subject Area: World Language  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: 9th grade requirements: Minimum 70th percentile on FSA ELA with a minimum 3.0 GPA in eighth grade English.  
10th, 11th, and 12th grade requirements: Minimum 2.0 GPA in English; approval by school counselor.  
Major concepts/content: The purpose of this course is to introduce students to the Portuguese language and culture, and to develop communication skills. The content should include, but not be limited to the following:  
• Beginning skills in listening and speaking with special attention to pronunciation,  
• Introduction to reading and writing,  
• Fundamentals of grammar,  
• Fundamentals of culture.

Course Title: French 2  
Course Number: 0701330  
Subject Area: World Language  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: 2.0 GPA in French 1  
Major concepts/content: The purpose of this course is to reinforce previously acquired fundamental skills. This course develops increased listening, speaking, reading, and writing skills, as well as cultural awareness. The content should include, but not be limited to the following:  
• Expansion of the previously acquired listening and oral skills,  
• Increased emphasis on reading and writing, while oral communication remains the primary objective,  
• Cultural survey of the French-speaking people.

Course Title: French 3 Honors  
Course Number: 0701340  
Subject Area: World Language  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: 2.0 GPA in French 2  
Major concepts/content: French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to  
• Expansions of vocabulary and conversational skills through discussions of selected readings,  
• Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Course Title: Spanish 1  
Course Number: 0708340  
Subject Area: World Language  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: 8th grade requirements: Minimum Level 4 or 70th percentile on FSA ELA or with a minimum 3.5 GPA in middle school English. 8th grade students who successfully complete Spanish I will earn high school credit.  
9th grade requirements: Minimum Level 3 on FSA ELA with a minimum 3.0 GPA in 8th grade English  
10th, 11th, and 12th grade requirements: Minimum 2.0 GPA in English; approval by school counselor  
Major concepts/content: The purpose of this course is to introduce students to Spanish and Hispanic culture and to develop communication skills and cross-cultural understanding. The content should include, but not be limited to the following:  
• Beginning skills in listening and speaking with special attention to pronunciation  
• Introduction to reading and writing  
• Fundamentals of grammar  
• Fundamentals of culture.

Course Title: Spanish 2  
Course Number: 0708350  
Subject Area: World Language  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: 2.0 GPA in Spanish 1  
Major concepts/content: The purpose of this course is to reinforce previously acquired fundamental skills. This course develops increased listening, speaking, reading, and writing skills, as well as cultural awareness. The content should include, but not be limited to the following:  
• Expansion of the previously acquired listening and oral skills  
• Increased emphasis on reading and writing, while oral communication remains the primary objective  
• Cultural survey of the Spanish-speaking people.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Spanish 3 Honors</th>
<th>Course Number: 0708360</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>World Language</td>
<td>Credit: 1.0</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>3.0 GPA in Spanish 2</td>
<td>Course Length: 1 year</td>
</tr>
<tr>
<td>Major concepts/content</td>
<td>The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to the following:</td>
<td></td>
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<tr>
<td></td>
<td>Expansion of vocabulary and conversational skills through discussions based on selected readings</td>
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<tr>
<td></td>
<td>Grammatical concepts through analysis of reading selections</td>
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<tr>
<td></td>
<td>Acquisition of contemporary vocabulary relevant to everyday life of Spanish-speaking people</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Advanced Placement - Spanish Language</th>
<th>Course Number: 0708400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>World Language</td>
<td>Credit: 1.0</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>3.5 cumulative GPA in all previous Spanish course work</td>
<td></td>
</tr>
<tr>
<td>Major concepts/content</td>
<td>The purpose of this course is to develop oral and written fluency in Spanish at a post-secondary level. The content should include, but not be limited to the following:</td>
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<tr>
<td></td>
<td>Develop proficiency in listening, speaking, reading and writing</td>
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<td></td>
<td>Use of Spanish for active communication</td>
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<td>Reflection of student interests such as the arts, history, current events, literature, culture, sports, etc.</td>
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</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Advanced Placement - Spanish Literature</th>
<th>Course Number: 0708410</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>World Language</td>
<td>Credit: 1.0</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>3.5 cumulative GPA in all previous Spanish course work</td>
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</tr>
<tr>
<td>Major concepts/content</td>
<td>The purpose of this course is to develop a familiarity with a wide variety of literature and authors from both Spain and Latin America. The content should include, but not be limited to the following:</td>
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<tr>
<td></td>
<td>Interpret and analyze literature in Spanish</td>
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<td>Required reading list of significant literary works that represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world.</td>
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<td></td>
<td>Research Papers: Based on various literary criticisms, using MLA style citations.</td>
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</table>
The following electives meet the graduation requirement for Fine and Performing Arts, Speech and Debate or Practical Arts.


**Practical Arts**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Credit</th>
<th>Course Length</th>
</tr>
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<tbody>
<tr>
<td>Introduction to Engineering Design</td>
<td>8600550</td>
<td>1.0</td>
<td>1 year</td>
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</tbody>
</table>

**Subject Area:** Practical Art  
**Prerequisite:** None  
**Major concepts/content:** This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

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<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Credit</th>
<th>Course Length</th>
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</thead>
<tbody>
<tr>
<td>Principles of Engineering</td>
<td>8600520</td>
<td>1.0</td>
<td>1 year</td>
</tr>
</tbody>
</table>

**Subject Area:** Practical Art  
**Prerequisite:** Completion of Algebra 2 or teacher approval  
**Major concepts/content:** Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. In this course, students will rigorously apply mathematical skills and logic and as such, should have a strong desire to improve mathematical ability via its application to truss analysis, robotics, and computer programming, and other topics in the fields of mechanical, electrical, and computer science engineering, making it ideal for students contemplating continued study in these fields.

<table>
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<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Credit</th>
<th>Course Length</th>
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<tbody>
<tr>
<td>Introduction to Information Technology</td>
<td>8207310</td>
<td>1.0</td>
<td>1 year</td>
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</tbody>
</table>

**Subject Area:** Practical Art  
**Prerequisites:** None  
**Major concepts/content:** Provides keyboard and computer skills needed by students in order to be successful in high school, college and at work. The content of this course includes keyboarding, word processing, spreadsheets, and data base, using Microsoft Word, Excel, PowerPoint, Access and Outlook. This course also allows students to gain knowledge in mathematics, communications, human relations, management, problem solving, business conduct, ethics and internet research. The content should include, but not be limited to the following:

- Internet Basics
- File Management
- Keyboarding Skills
- Netiquette
- Word processing skills using MS Word
- Operating Systems
- Windows Basics
- Graphics Presentations using MS PowerPoint
- Improving Keyboarding Skills
- Spreadsheets using MS Excel
- Interpreting Graphs/Charts
- Database Basics
- Databases using MS Access
- Emerging Technologies
- Evaluation of Technology
- Ethics
- Writing/formatting skills

**Special Note:** Students who pass final exam may receive 4 college credits

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<th>Course Title</th>
<th>Course Number</th>
<th>Credit</th>
<th>Course Length</th>
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<tbody>
<tr>
<td>Journalism 1 (Yearbook)</td>
<td>1006300</td>
<td>1.0</td>
<td>1 year</td>
</tr>
</tbody>
</table>

**Subject Area:** Practical Art  
**Prerequisite:** Teacher Interview/Approval  
**Major concepts/content:** The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalism production. The content should include, but not be limited to the following:

- Recognition of and writing news for journalistic media
- Development of editorials, sports articles and feature stories
- The history and tradition of journalism
- Workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise.

**Special Note:** Various aspects of journalistic production may be taught through workshop experiences and/or simulations. One or more journalistic productions may be included in connection with workshop experiences.
Visual Arts

Course Title: Two-Dimensional Studio Art 1  
Subject Area: Art-Visual Arts  
Credit: 1.0  
Course Number: 0101300  
Course Length: 1 year

Major concepts/content: The purpose of this course is to give students an extensive experience in the artistic expression of ideas through two-dimensional art media. The content should include, but not be limited to the following:

- The artistic qualities of original art
- Manipulative skills and organization
- The aesthetic merit and qualities of two-dimensional works of art
- Generating and critiquing ideas and/or images
- The elements of color, value, line, space, shape/form, and texture
- The design principles of emphasis, balance, rhythm, unit, repetition, contrast, and proportion
- Expressive ideas in painting and other two-dimensional art
- The development and refinement of skills, self-expression
- Knowledge in various selected media and areas of interest

Prerequisite: None

Course Title: Portfolio Development: Two Dimensional Design Honors  
Subject Area: Art-Visual Arts  
Credit: 1.0  
Course Number: 0109320  
Course Length: 1 year

Major concepts/content: Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. 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-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Prerequisite: Successful completion of 2D Studio Art

Course Title: Advanced Placement Studio Art Two-Dimensional Design Portfolio  
Subject Area: Art-Visual Arts  
Credit: 1.0  
Course Number: 0109350  
Course Length: 1 year

Major concepts/content: AP Studio Art students work with diverse media, styles, subjects, and content. Each of the three portfolios consists of three sections:

- The Breadth section illustrates a range of ideas and approaches to art making.
- The Concentration section shows sustained, deep, and multiperspective investigation of a student-selected topic.
- The Quality section represents the student’s most successful works with respect to form and content.

Works in this section may be selected from the other two sections. Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time. The AP Studio Art Program supports students in becoming inventive artistic scholars who contribute to visual culture through art making.

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display
setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Course Title: Portfolio Development: Two-Dimensional Design Honors with a focus on digital photography
Advanced Placement Studio Art Two-Dimensional Design Portfolio with a focus on digital photography
Course Number: 0109320
0109350
Subject Area: Art-Visual Arts
Credit: 1.0
Course Length: 1 year each
Prerequisite: Teacher Recommendation

Major concepts/content:
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. 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-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

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

Course Title: Advanced Placement Studio Art Two-Dimensional Design Portfolio with a focus on digital photography
Course Number: 0109350
Subject Area: Art-Visual Arts
Credit: 1.0
Course Length: 1 year each
Prerequisite: Teacher Recommendation

Major concepts/content:
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. 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-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

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The relationship (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief of freestanding structures for personal intentions or public places.

- Explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms.
- Focus on use of safety procedures for process, media, and techniques.
- Use of an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

Almost any material can be used in almost any combination: wood, paper, metals, rubber, Styrofoam, plaster, fabric, rope, acrylic, found objects, wax, clay, stone, earth, and concrete, among others. Critical to 3D production, students must consider presentation: Will it stand on the floor, be suspended, mounted on the wall or shelf, be placed on a pedestal or base—where is its place in the environment? The instructional goals of the AP Studio Art: 3-D Design program are emphasized during a sustained course of study over several years. The program culminates as the mature student becomes an independent art maker who actively seeks the criticism of teachers, students, and other art professionals he or she may encounter.

AP Studio Art: 3-D Design course instructional goals:

- Encourage creative and systematic investigation of formal and conceptual issues in 3-D design; demonstrate abilities and versatility with techniques, problem solving, and ideation. It is important for the student to review the Breadth Assignments and Examples of Breadth Assignments included in the syllabus for possible art media, problem-solving ideas, and subject matter to be explored. For content and/or ideation, the examples of concentrations can be used as inspiration for a single 3-D Design project. Three-dimensional media listed above, as well as those included in the sample assignments, can be used to develop individual works exploring depth and space. [SC4 & SC5]
- Develop quality and mastery in concept, composition, and execution of 3-D Design. [SC2]
- Emphasize art making as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture.

This course is the first part to the AP 3D course. You will begin your AP portfolio in this class.

Major concepts/content: This portfolio is intended to address sculptural issues. Design involves purposeful decision making about using the elements of art principles in an integrative way. In the 3-D design portfolio, students should demonstrate their understanding of the Elements of Art and Design Principles as they relate to depth and space. The Principles of Design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship) can be articulated through the visual Elements of Art (mass, volume, color/light, form, plane, line, texture). These issues can be explored through additive, subtractive, and/or fabrication processes, figurative or nonfigurative sculpture, architectural models, site-specific work, use of multiples, casting, assemblage and construction, jewelry, etc. Almost any material can be used in almost any combination: wood, paper, metals, rubber, Styrofoam, plaster, fabric, rope, acrylic, found objects, wax, clay, stone, earth, and concrete, among others. Critical to 3-D production, students must consider presentation: Will it stand on the floor, be suspended, mounted on the wall or shelf, be placed on a pedestal or base—where is its place in the environment? The instructional goals of the AP Studio Art: 3-D Design program are emphasized during a sustained course of study over several years. The program culminates as the mature student becomes an independent art maker who actively seeks the criticism of teachers, students, and other art professionals he or she may encounter.

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  - Develop quality and mastery in concept, composition, and execution of 3-D Design. [SC2]
  - Emphasize art making as an ongoing process that involves the student in informed and critical decision making.
  - Help students develop technical skills and familiarize them with the functions of the visual elements.
  - Encourage students to become independent thinkers who will contribute inventively and critically to their culture.

Performing Arts

Course Title: Theatre 1
Subject Area: Drama-Theatre Arts
Credit: 1.0
Course Number: 0400310
Course Length: 1 year
Prerequisite: None

Major concepts/content: The purpose of this course is to give students an introductory experience in the multiple elements of theatre as a collaborative art. The content should include, but not be limited to the following:
- Beginning Acting Technique
- Beginning Characterization
- Beginning Movement and Vocal Production
- Beginning Pantomime and Improvisation
- Beginning Playwriting
- Introduction to Audience and Actor Interaction
- Introduction to Artistic Discipline Techniques
- Beginning Acting Exercises
- Introduction to Theatre Production
- Beginning Resume and Portfolio Creation
- Introduction to the Role of the Director

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Course Title: Theatre 2
Subject Area: Drama-Theatre Arts
Credit: 1.0
Course Number: 0400320
Course Length: 1 year
Prerequisite: Theatre 1 or permission of the instructor.

Major concepts /content: The purpose of this course is to give students a fundamental exploration of the multiple elements of theatre as a collaborative art. The content should include, but not be limited to the following:
- Fundamentals of Acting Technique
- Fundamentals of Characterization
- Fundamentals of Movement and Vocal Production
- Fundamentals of Pantomime and Improvisation
- Fundamentals of Playwriting
- Fundamentals of Audience and Actor Interaction
- Fundamentals of Artistic Discipline Techniques
- Fundamental Acting Exercises
- Fundamentals of Theatre Production
- Fundamentals of Resume and Portfolio Creation
- Fundamentals of Directing

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Course Title: Theatre 3 Honors
Subject Area: Drama-Theatre Arts
Credit: 1.0
Course Number: 0400330
Course Length: 1 year
Prerequisite: Theatre 1 and 2 or permission of the instructor.

Major concepts /content: The purpose of this course is to give students an intermediate experience in the multiple elements of theatre as a collaborative art. The content should include, but not be limited to the following:
- Intermediate Acting Technique
- Intermediate Characterization
- Intermediate Movement and Vocal Production
- Intermediate Pantomime and Improvisation
- Intermediate Playwriting
- Intermediate Techniques of Audience and Actor Interaction
- Intermediate Artistic Discipline Techniques
- Intermediate Acting Exercises
- Intermediate Theatre Production
- Intermediate Resume and Portfolio Creation Techniques
- Intermediate Directing

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.
### Theatre 4 Honors

**Course Number:** 0400340  
**Subject Area:** Drama-Theatre Arts  
**Credit:** 1.0  
**Course Length:** 1 year  
**Prerequisite:** Theatre 1, 2, & 3, or permission of the instructor.

Major concepts /content: The purpose of this course is to give students an advanced experience in the multiple elements of theatre as a collaborative art. The content should include, but not be limited to the following:

- Advanced Acting Technique  
- Advanced Characterization  
- Advanced Movement and Vocal Production  
- Advanced Pantomime and Improvisation  
- Advanced Playwriting  
- Advanced Techniques of Audience and Actor Interaction  
- Advanced Artistic Discipline Techniques  
- Advanced Acting Exercises  
- Advanced Theatre Production  
- Advanced Resume and Portfolio Creation Techniques  
- Advanced Directing

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

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### Guitar 1

**Course Number:** 1301320  
**Subject Area:** Music  
**Credit:** 1.0  
**Course Length:** 1 year  
**Prerequisites:** None

**Major concepts/content:** Learn chords, simple strums, picking technique, music reading, and tuning on acoustic guitar. You’ll be introduced to the basic elements of rhythm, melody, and harmony that will have you making music in no time! Guitars will be available for rent for a nominal fee. No prior experience needed!

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### Band 1

**Course Number:** 1302300  
**Subject Area:** Music  
**Credit:** 1.0  
**Course Length:** 1 year  
**Prerequisite:** Prior experience playing a musical instrument and approval of Band instructor

**Major concepts/content:** The purpose of this course is to develop musicianship skills in band and instrumental ensembles. The content should include, but not be limited to the following:

- Fundamental skills in characteristic tone production  
- Band performance techniques  
- Musical literacy  
- Music appreciation  
- Performances and band competitions

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. Extra uniform and activities fees may apply.

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### Band 2

**Course Number:** 1302310  
**Subject Area:** Music  
**Credit:** 1.0  
**Course Length:** 1 year  
**Prerequisite:** Band 1

**Major concepts/content:** The purpose of this course is to extend musicianship skills in band instrumental ensembles. The content should include, but not be limited to the following:

- Extending skill development in characteristic tone production  
- Band performance technique  
- Musical literacy music appreciation.  
- Performances and band competitions

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. Extra uniform and activities fees may apply.

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### Band 3

**Course Number:** 1302320  
**Subject Area:** Music  
**Credit:** 1.0  
**Course Length:** 1 year  
**Prerequisite:** Band 2

**Major concepts/content:** The purpose of this course is to provide instruction in the development of musicianship and technical skills through the study of varied band literature. The content should include, but not be limited to the following:

- Interpretation of medium-level band music  
- Establishing appropriate tone production and performance techniques  
- Identification of simple musical form and varied style periods  
- Formulation of aesthetic awareness  
- Performances and band competitions

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. Extra uniform and activities fees may apply.
Course Title: Band 4  
Subject Area: Music  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: Band 3

Major concepts/content: The purpose of this course is to provide instruction in the application of musicianship and technical skills through the study of varied band literature. The content should include, but not be limited to the following:

- Interpretation of medium-level band music
- Refinement of tone production and performance techniques
- Understanding of musical form, style, and aesthetic perceptions
- Performances and band competitions

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Extra uniform and activities fees may apply.

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Course Title: Instrumental Ensemble 1  
Subject Area: Music  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: Audition, approval of instructor

Major concepts/content: The purpose of this course is to enable students to develop basic performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized. The content should include, but not be limited to the following:

- Technical skills
- Ensemble techniques
- Music literacy
- Sight reading and ear training
- Elements and characteristics of music
- Improvisation and arranging
- Performance analysis
- Role and influence of instrumental music and musicians
- Connections between music and other subject areas
- Instrument care and maintenance
- Responsible participation in music activities

Special Note: Course generally requires students to participate in extra rehearsals/performances beyond the school day.

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Course Title: Instrumental Ensemble 2 & 3  
Subject Area: Music  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: Instrumental Ensemble 1

Major concepts/content: The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized. The content should include, but not be limited to the following:

- Technical skills
- Ensemble techniques
- Music literacy
- Sight reading and ear training
- Elements and characteristics of music
- Improvisation and arranging
- Performance analysis
- Role and influence of instrumental music and musicians
- Connections between music and other subject areas
- Instrument care and maintenance
- Responsible participation in music activities

Special Note: Course generally requires students to participate in extra rehearsals/performances beyond the school day.

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Course Title: Instrumental Ensemble 4 Honors  
Subject Area: Music  
Credit: 1.0  
Course Length: 1 year  
Prerequisite: Instrumental Ensemble 3

Major concepts/content: The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized. The content should include, but not be limited to the following:

- Technical skills
- Ensemble techniques
- Music literacy
- Sight reading and ear training
- Elements and characteristics of music
- Improvisation and arranging
- Performance analysis
- Role and influence of instrumental music and musicians
- Connections between music and other subject areas
- Instrument care and maintenance
- Responsible participation in music activities

Special Note: Course generally requires students to participate in extra rehearsals/performances beyond the school day.
### Course Title: Chorus 1

**Subject Area:** Music  
**Credit:** 1.0  
**Course Number:** 1303300  
**Course Length:** 1 year  
**Prerequisite:** None

**Major concepts/content:** The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. The content should include, but not be limited to the following:
- Vocal production
- Choral performance techniques
- Music literacy
- Sight-reading and ear training
- Elements and characteristics of music
- Performance analysis
- Connections between music and other subject areas
- Responsible participation in music activities

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. Extra Uniform and Activities Fees may apply.

### Course Title: Chorus 2

**Subject Area:** Music  
**Credit:** 1.0  
**Course Number:** 1303310  
**Course Length:** 1 year  
**Prerequisites:** Chorus 1; approval and/or audition with instructor

**Major concepts/content:** The purpose of this course is to enable students to continue to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. The content should include, but not be limited to the following:
- Intermediate Vocal production
- Intermediate choral performance techniques
- Sight-reading and ear training
- Sectional techniques and rehearsals
- Elements and characteristics of music
- Improvisation, composition, and arranging
- Performance analysis
- Role and influence of choral music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. Extra Uniform and Activities Fees may apply.

### Course Title: Chorus 3

**Subject Area:** Music  
**Credit:** 1.0  
**Course Number:** 1303320  
**Course Length:** 1 year  
**Prerequisites:** Chorus 2; approval and/or audition with instructor

**Major concepts/content:** The purpose of this course is to enable students to continue to develop advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on developing leadership skills through section leaders and officers. The content should include, but not be limited to the following:
- Intermediate Vocal production
- Intermediate choral performance techniques
- Sight-reading and ear training
- Sectional techniques and rehearsals
- Elements and characteristics of music
- Improvisation, composition, and arranging
- Performance analysis
- Role and influence of choral music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. Extra Uniform and Activities Fees may apply.

### Course Title: Chorus 4

**Subject Area:** Music  
**Credit:** 1.0  
**Course Number:** 1303330  
**Course Length:** 1 year  
**Prerequisites:** Chorus 3; approval and/or audition with instructor

**Major concepts/content:** The purpose of this course is to enable students to continue to develop advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on developing solo and small ensemble techniques. The content should include, but not be limited to the following:
- Advanced vocal production
- Advanced choral performance techniques
- Sight-reading and ear training
- Sectional techniques and rehearsals
- Solo performance opportunities
- Leadership Role Opportunities
- Elements and characteristics of music
- Improvisation, composition, and arranging
- Performance analysis
- Role and influence of choral music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. Extra Uniform and Activities Fees may apply.
### Course Title: Vocal Ensemble 1
**Subject Area:** Music  
**Credit:** 1.0  
**Course Number:** 1303440  
**Course Length:** 1 year  
**Prerequisites:** Audition and approval of instructor

**Major concepts/content:** The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the study of advanced high school ensemble literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. The content should include, but not be limited to the following:

- Advanced vocal production
- Advanced ensemble performance techniques
- Music literacy
- Sight-reading and ear training
- Elements and characteristics of music
- Improvisation and arranging
- Performance analysis
- Role and influence of choral music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities
- Touring and Travel opportunities
- Movement & Choreography

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day, as well as travel and fundraising. Extra Uniform and Activities Fees may apply. All Vocal Ensemble students will be required to participate in Chorus concerts & activities.

<table>
<thead>
<tr>
<th>Course Title: Vocal Ensemble 2</th>
<th>Course Number: 1303450</th>
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<tbody>
<tr>
<td><strong>Subject Area:</strong> Music</td>
<td><strong>Credit:</strong> 1.0</td>
</tr>
<tr>
<td><strong>Course Number:</strong> 1303450</td>
<td><strong>Course Length:</strong> 1 year</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Vocal Ensemble 1; audition and approval of instructor</td>
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</tbody>
</table>

**Major concepts/content:** The purpose of this course is to enable students to develop intermediate performance techniques in a small ensemble setting through the study of advanced performance literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. The content should include, but not be limited to the following:

- Advanced vocal production
- Varied Ensemble performance techniques
- Music literacy
- Sight-reading and ear training
- Elements and characteristics of music
- Improvisation and arranging
- Performance analysis
- Role and influence of choral music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities
- Touring and Travel opportunities
- Movement & Choreography
- Specialized Smaller Ensemble opportunities

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day, as well as travel and fundraising. Extra Uniform and Activities Fees may apply. All Vocal Ensemble students will be required to participate in Chorus concerts & activities.

<table>
<thead>
<tr>
<th>Course Title: Vocal Ensemble 3</th>
<th>Course Number: 1303460</th>
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</thead>
<tbody>
<tr>
<td><strong>Subject Area:</strong> Music</td>
<td><strong>Credit:</strong> 1.0</td>
</tr>
<tr>
<td><strong>Course Number:</strong> 1303460</td>
<td><strong>Course Length:</strong> 1 year</td>
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<tr>
<td><strong>Prerequisites:</strong> Vocal Ensemble 2; audition and approval of instructor</td>
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</tbody>
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**Major concepts/content:** The purpose of this course is to enable students to develop intermediate performance techniques in a small ensemble setting through the continued study of varied ensemble literature, including show choir, madrigals, barbershop & specialized smaller ensembles. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. The content should include, but not be limited to the following:

- Advanced vocal production
- Varied Ensemble performance techniques
- Music literacy
- Solo opportunities
- Elements and characteristics of music
- Improvisation and arranging
- Performance analysis
- Role and influence of choral music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities
- Touring and Travel opportunities
- Movement & Choreography
- Specialized Smaller Ensemble opportunities

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day, as well as travel and fundraising. Extra Uniform and Activities Fees may apply. All Vocal Ensemble students will be required to participate in Chorus concerts & activities.

<table>
<thead>
<tr>
<th>Course Title: Vocal Ensemble 4 Honors</th>
<th>Course Number: 1303470</th>
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<tbody>
<tr>
<td><strong>Subject Area:</strong> Music</td>
<td><strong>Credit:</strong> 1.0</td>
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<tr>
<td><strong>Course Number:</strong> 1303470</td>
<td><strong>Course Length:</strong> 1 year</td>
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<tr>
<td><strong>Prerequisites:</strong> Vocal Ensemble 3 audition and approval of instructor</td>
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</table>

**Major concepts/content:** The purpose of this course is to enable students to develop advanced performance techniques in a small ensemble setting through the study of varied ensemble literature, including show choir, madrigals, barbershop & specialized smaller ensembles. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. The content should include, but not be limited to the following:
Advanced vocal production
- Varied Ensemble performance techniques
- Music literacy
- Sight-reading and ear training
- Solo opportunities
- Elements and characteristics of music
- Improvisation and arranging
- Performance analysis
- Role and influence of choral music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities
- Touring and Travel opportunities
- Movement & Choreography
- Specialized Smaller Ensemble opportunities

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day, as well as travel and fundraising. Extra Uniform and Activities Fees may apply. All Vocal Ensemble students will be required to participate in Chorus concerts & activities.

Course Title: Vocal Techniques 1 (Women’s Ensemble)
Subject Area: Music  Credit: 1.0
Prerequisites: Vocal Ensemble III; audition and approval of instructor

Major concepts/content: The purpose of this course is to enable students to develop basic performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music. The content should include, but not be limited to the following:

- Vocal production
- Solo and ensemble performance techniques
- Music literacy
- Sight reading and ear training
- Elements and characteristics of music
- Improvisation, composition, and arranging
- Performance analysis
- Role and influence of vocal music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities

Course Title: Vocal Techniques 2 (Women’s Ensemble)
Subject Area: Music  Credit: 1.0
Prerequisites: Vocal Techniques 1; audition, instructor approval

Major concepts/content: The purpose of this course is to enable students to develop intermediate-level performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music. The content should include, but not be limited to the following:

- Vocal production
- Solo and ensemble performance techniques
- Music literacy
- Sight reading and ear training
- Elements and characteristics of music
- Improvisation, composition, and arranging
- Performance analysis
- Role and influence of vocal music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities

Course Title: Vocal Techniques 3; Vocal Techniques 4 Honors
Subject Area: Music  Credit: 1.0
Prerequisites: Vocal Techniques 2, audition, instructor approval

Major concepts/content: The purpose of this course is to enable students to develop proficient performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music. The content should include, but not be limited to the following:

- Vocal production
- Solo and ensemble performance techniques
- Music literacy
- Sight reading and ear training
- Elements and characteristics of music
- Improvisation, composition, and arranging
- Performance evaluation
- Role and influence of vocal music and musicians
- Connections between music and other subject areas
- Responsible participation in music activities
Experiential Electives

Course Title: Executive Internship 1
Subject Area: Experiential Education
Credit: 1.0
Course Length: 1 semester/year
Prerequisite: Junior or Senior status, in good academic and behavior standing. Must complete application process including teacher recommendation, minimum un-weighted GPA of 2.5, and interview with program coordinator.

Major concepts/content: The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to the following:
- Discussion of professional job requirements
- Building vocabulary appropriate to the area of professional interest
- Development of decision-making skills
- Development of personal and educational job-related skills

Special Note: The nature of this program requires great flexibility in the duration of the course and the number of contact hours. Student performance standards must be designed to meet the uniqueness of the course. Space is limited. Placements are not always guaranteed. Program coordinator does at least one site visit per semester and reserves the right to remove any student if circumstances are warranted.

Course Title: Executive Internship 2
Subject Area: Experiential Education
Credit: 1.0
Course Length: 1 semester/year
Prerequisite: Executive Internship 1 plus Program Coordinator Approval

Major concepts/content: The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas. The content should include, but not be limited to the following:
- Study of a variety of career options
- Written and oral communication skills
- Higher-level thinking skills
- Interpersonal relationship skills
- Factors affecting job performance
- Career planning

Special Note: The nature of this program requires great flexibility in the duration of the course and the number of contact hours. Student performance standards must be designed to meet the uniqueness of the course. Space is limited. Placements are not always guaranteed. Program coordinator does at least one site visit per semester and reserves the right to remove any student if circumstances are warranted.

Course Title: Leadership Skills Development (Student Aide)
Subject Area: Leadership Skills
Credit: 1.0
Course Length: 1 semester/year
Prerequisite: Successful completion of 10th grade plus Administrative approval. Must apply

Major concepts/content: This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.

The content should include, but not be limited to, the following:
- Development in areas such as self-esteem, goal setting, and character building
- Enhanced leadership skills and the ability to function in both a group setting and the community
Non-Classroom Graduation Requirements and Credits

These courses are not classes. They are credits students will receive after completing the community service and senior project requirements needed for P.K. Yonge high school graduation.

**Course Title:** Voluntary Public Service  
**Course Number:** 0500370  
**Subject Area:** Experiential Education  
**Credit:** 0.5  
**Course Length:** N/A  
**Special Note:** This is a graduation requirement. Students have throughout high school to earn their hours.

**Major concepts/content:** 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. A minimum of 75 hours of nonpaid, voluntary community or school service is required for each .5 credit. The school principal (or designee) is responsible for approving specific volunteer activities. Examples of recommended categories of community service/volunteer hours include:
- Service to a governmental agency
- Service to a not-for-profit local, national or international organization
- Service to a school or school organization
- Service to a religious organization
- Other as approved by the principal (or designee)

**Please Note:** Bright Futures subtracts 75 hours of community service when this credit is awarded. For that reason, P.K. Yonge will not automatically grant this credit. See your school counselor for more details.

**Documentation:** All service/volunteer activities should be documented on the letterhead of the organization and presented to the appropriate person designated at each school. As was stated above, the principal (or designee) is responsible for approval of submitted community service/volunteer hours. There are two classes of community service/volunteer activities: community service and service learning. Both qualify for community service/volunteer hours.

**Course Title:** Research 1 (Senior Project)  
**Course Number:** 1700300  
**Subject Area:** Research and Critical Thinking  
**Credit:** 0.5  
**Course Length:** N/A  
**Special Note:** This is a graduation requirement. Students must complete their senior year.

**Major concepts/content:** The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process. The content should include, but not be limited to, the following:
- Nature and purpose of research
- Research questions and hypotheses
- Research methods and procedures
- Review of literature and other resources
- Primary and secondary sources
- Directed investigations
- Organization of information
- Report formats, styles, and content
- Critical analysis of research
- Submission of a major independent research project
The information found in this handbook was compiled from the following resources:

Florida Counseling for Future Education Handbook (2015-2016) Published by the Florida Department of Education

The Florida Department of Education website: http://www.fldoe.org/

P.K. Yonge DRS Code of Student Conduct 2015-2016

P.K. Yonge Student Progression Plan 2015-2016

The Florida Bright Futures website: http://www.floridastudentfinancialaid.org/SSFAD/bf/

The Federal Student Aid website: https://fafsa.ed.gov/

The College Board website: www.collegeboard.org

ACT: www.actstudent.org