



Developmental Research School  
*at the University of Florida*

# Student Handbook & Course Description Guide 2021-2022

## High School

# Contents

## SECTION I

The Role of School Counseling and Academic Advisement .....	3
Florida High School Graduation Programs & Diploma Options.....	4
Acceleration Programs and Advanced Coursework .....	6

## SECTION II

High School Graduation Requirements Chart.....	8
• Florida Shines.....	9
• MyCareerShines.....	10
• Physical Education.....	10
• Online Course Credit.....	10
• Community Service Hour Graduation Requirement.....	11
• Senior Research Project.....	12
Testing Information.....	13
State Assessments as Graduation Requirements.....	13
• PSAT.....	16
• SAT.....	17
• ACT.....	18
• PERT.....	19
Credit Recovery Options .....	19
Grade Forgiveness Policy .....	19
Determination of Grade Point Average (GPA).....	20
Determination of Class Rank.....	20

## SECTION III

Educational Opportunities at P.K. Yonge.....	21
• P.K. Yonge Developmental Research School Virtual ACADEMY.....	21
• Florida Virtual School (FLVS) FLEX.....	22
• Advanced Placement Courses.....	22
• Dual Enrollment.....	23
• Course Levels for Grades 9-12.....	24
• Course selection .....	24
○ Is AP Right for you?.....	25
○ Is Online Learning Right for you?.....	25
Course Catalog and Course Descriptions .....	26
• English/Language Arts with Course Descriptions.....	27
• Mathematics with Course Descriptions.....	40
• Science with Course Descriptions.....	44
• Social Studies with Course Descriptions.....	49
• Physical Education with Course Descriptions.....	55
• World Languages with Course Descriptions.....	59
• Fine/Performing/Practical Arts with Course Descriptions.....	61
• General & CTE Electives.....	72
• Digital and Printing Technologies.....	73
• Computer Science.....	74
• Required 9 <sup>th</sup> Grade Courses.....	74
• Non-classroom Graduation Requirements and Electives.....	75
• Resources.....	76

## SECTION I

For student, family, and school rights and responsibilities, and school policies and procedures. review the P.K. Yonge Student Code of Conduct located on the Policies and Publications page on the school website.

<http://pkyonge.ufl.edu/information/policies-publications/>

### 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)
- 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.

Students may also be first semester senior year graduates. Those students are still required to comply with senior project due dates/deadlines while enrolled at P.K. Yonge Developmental Research School. Furthermore, they must complete the 75 hours of required community service. 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 do not select 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, 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 9<sup>th</sup> 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: <http://apcentral.collegeboard.com>

Explore if AP is right for you: <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](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>

Cohort = year entered 9 <sup>th</sup> grade		2013-2014 Cohort and Beyond
English Language Arts (ELA)	<b>4 credits in ELA</b>	Required
	Grade 10 ELA Florida Standards Assessment	Must pass (or ACT/SAT concordant score)
Math	<b>4 credits, including Algebra 1 &amp; Geometry</b>	Required
	Algebra 1 EOC	Must pass or a comparative score on PSAT, SAT, ACT + 30% of course grade
	Geometry EOC	Must take + 30% of course grade
	2 Additional credits in equally rigorous math courses	Required. Need for Scholar Designation
Science	<b>3 credits in science, two of which must have a lab component</b>	Required
	1 credit in Biology	Required
	2 credits in equally rigorous science courses	Not Required
	Biology EOC	Must take + 30% of course grade Must pass for Scholar Designation
	1 credit in Chemistry or Physics	Required for Scholar Designation
	1 credit in a course equally rigorous to Chemistry or Physics	Required for Scholar Designation
Social Studies	1 credit in World History	Required
	1 credit in US History	Required
	0.5 credit in US Government	Required
	0.5 credit in Economics with Financial Literacy	Required

	US History EOC	Must take + 30% of course grade
		Must pass for Scholar Designation
<b>World Languages</b>	One (2) credits in the SAME world language	NOT required for HS graduation
		Required for admission to state universities
		Need for Scholar Designation
<b>Physical Education</b>	One (1) credit in Physical Education to include the integration of health	Required (may be met through combination of Band and personal fitness OR a 2-year varsity sports waiver)
<b>Fine &amp; Performing Arts, Speech &amp; Debate, or Practical Arts</b>	<b>One (1) credit in fine or performing arts, speech &amp; debate, or practical arts</b> (eligible courses specified in Course Description Guide)	Required
<b>Industry Certification</b>	<b>One (1) or more industry certifications</b>	Not required for HS graduation
		Need for Merit Designation
<b>Electives</b>	<b>8 credits</b>	Required
<b>GPA</b>	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)	Required
<b>Online Course</b>	One (1) course within the 24 credits	Required
<b>AP, IB, AICE, or Dual Enrollment</b>	Earn at least 1 credit in AP, IB, AICE, or Dual Enrollment	Not required for HS graduation
		Need for Scholar Designation

\*Stay up to date on changes by visiting the Florida Department of Education’s website: <http://www.fldoe.org/academics/graduation-requirements/index.shtml>

**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>.

**\*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 varsity or varsity level for two full seasons shall satisfy the one-credit graduation requirement in physical education.
- 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**

At least one course within the 24 credits required in this subsection must be completed through online learning. **All courses at designed and implemented at P.K. Yonge are “blended” learning courses excepting the list below and as such meet the definition of on-line learning:**

<b>Course Name</b>
Physical Education Courses
Performing Arts Courses

An online high school course taken during 6<sup>th</sup> through 8<sup>th</sup> 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.

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 15<sup>th</sup> 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 9th grade year.

- Students transferring into P.K. after their 9th 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.
- You should keep copies of these hours for your records.
- To meet your graduation requirement, paperwork for all 75 hours must be submitted no later than April 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 Research 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, 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**

### **Florida's Statewide Assessments as Graduation Requirements**

#### **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.

##### **FSA Grade 10 English Language Arts**

In 2014-15, the Florida Standards Assessments, aligned to the Florida Standards, were introduced. 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**

<b>School Year When Assessment Requirements Began for Students Entering Grade 9</b>	<b>Assessment that Students Must Pass in Order to Graduate</b>	<b>Passing Score for the Required Assessment</b>
<b>2014-15 and beyond</b>	Grade 10 FSA ELA	350

##### **FSA Algebra 1 End-of-Course (EOC) Assessment Requirement**

Students must take and pass the FSA Algebra 1 EOC Assessment to satisfy this graduation requirement. 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 497, 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**

Year enrolled in Algebra and took EOC.	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
2014-15	FSA Algebra 1 EOC Assessment	489*
2014-15 and beyond	FSA Algebra 1 EOC Assessment	497

\*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 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 FSA 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). The PERT Examination is offered to all PK Yonge Juniors for free, although taking it is not a requirement. **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**

<b>Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading</b>	
Available for all students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence Based Reading and Writing (EBRW)	480
ACT English and Reading subtests *	18
<b>Algebra 1 EOC (FSA or NGSSSS)</b>	
Available for all students who entered grade 9 in 2010-11 and beyond	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16

\*The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

**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**

Students Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1*	U.S. History*
<b>2014-2015 and beyond</b>	X	X	X
<p>* 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:</p> <ul style="list-style-type: none"> <li>• Takes the respective AP, IB, or AICE assessment, and</li> <li>• Earns the minimum score to earn college credit.</li> </ul>			

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>). 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.

**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.fl DOE.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.fl DOE.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**, and **Florida EOC Assessments Homepage** provide information about the assessments currently administered and serve as valuable resources to students, parents/guardians, and educators.

**Schedules** for FSA 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) and others

- 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 to high school students in October. All P.K. Yonge 10<sup>th</sup> grade students are automatically registered and take the PSAT at the school's cost. Ninth and 11<sup>th</sup> grade students are encouraged to register and take the test for a small cost.

Visit <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. Additionally, students can utilize Khan Academy to receive feedback and practice questions based on previous PSAT and/or SAT scores.

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> for more information.

## **ACT**

The ACT is a national college admissions examination that consists of subject area tests in: English, Mathematics, Reading, Science.

Details: <https://www.act.org/content/act/en/products-and-services/the-act.html>

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 PERT Test is no longer offered by P.K. Yonge and is no longer a concordant score option for the Algebra I EOC Exam.

### **Credit Recovery and Grade Forgiveness Options**

**Credit Recovery:** In situations where a student receives 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.

### **Florida Virtual School (NCAA Approved)**

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 Florida Virtual School during the school year or during the summer to retrieve credit. Students should seek advisement from his/her school counselor prior to registering.

### **APEX Program for Credit Retrieval (Not Approved for NCAA)**

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 APEX 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\\_EMS/NCAA.html](http://web1.ncaa.org/ECWR2/NCAA_EMS/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.

GRADE	REGULAR	HONORS	DUAL ENROLL/AP
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2

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 Academy Option (During School Day)

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 (1) virtual school option. The virtual option provided by P.K. Yonge DRS during the academic year is P.K.Y. Virtual Academy through an agreement with the Florida Virtual School. To participate in P.K.Y. Virtual Academy, students must meet with a counselor to determine that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. Courses offered at P.K. Yonge are not available as a virtual option unless the sections of the course are full. Access to P.K.Y. Virtual Academy for students during the school day will be available for one period provided that a P.K.Y. Virtual Academy contract has been returned prior to the deadline. P.K.Y. Virtual Academy is not an option for a schedule change after school starts.

**NOTE:** Student who have returned their P.K.Y. Virtual Academy contract by May 10, 2021 will have an open enrollment period that ends July 10. During student course registration process parents will receive written notification of the open enrollment period.

#### P.K.Yonge Virtual Academy Guidelines for High School (During School Day)

- Space will be provided on campus to assist in student access to P.K.Y. Virtual Academy 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 P.K.Y. Virtual Academy 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. 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 student has demonstrated the ability to be autonomous, a consistent and strong work ethic, and the ability to be self-directed.

The following steps are necessary to enroll in a P.K.Y. Virtual academy course:

1. Submit a completed contract by the stated deadline.
2. All registration for P.K.Y. Virtual academy is done through the school counselor.
3. If a student is new to P.K.Y. Virtual academy the virtual lab supervisor will provide a username and password for the student to complete their virtual school account and access their class.

Students wishing to take P.K.Y. Virtual academy courses throughout the school year are more than welcome to do so. The following policies will be used to approve or deny these courses:

### **FLVS Flex (Outside of School Day)**

Access to FLVS Flex for students shall be available after the scheduled school day. FLVS is available throughout the summer. Students wishing to take courses FLVS must work closely with their school counselors.

Students enrolled in an FLVS course which requires a state end-of-course assessment (EOC) are required to take the EOC.

The following steps are necessary to enroll in a FLVS course.

1. The parent/student reviews the FLVS 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 FLVS through [www.flvs.net](http://www.flvs.net). Be sure to choose FLVS Flex when registering for your course. \*Helpful tip: PK Yonge's district name is UF Lab School, NOT Alachua County.
4. The P.K. Yonge virtual coordinator approves course(s).
5. FLVS 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, Spanish, and Chemistry. 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](http://www.pkyonge.ufl.edu) to view the Student Progression Plan and the Dual Enrollment Handbook.

## Dual Enrollment Programs

### Part-Time Dual Enrollment at Santa Fe College

Part-Time Dual Enrollment students at Santa Fe College 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 (Full-Time Dual Enrollment)

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 11<sup>th</sup> or 12<sup>th</sup> 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 11<sup>th</sup> or 12<sup>th</sup> grade
- Have a 3.6 unweighted high school GPA in academic subjects
- Must have SAT score of 1100 composite, PSAT score of an 1130 composite, or an ACT of a 22 composite.

### Application Procedures

1. Student should meet the minimum cumulative unweighted grade point average of 3.0 for Santa Fe College and 3.6 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

**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** = General, 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 spring 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 Virtual Learning Right for You?

1.	Are you self-motivated and self-disciplined?	Yes ___	No ___
2.	Are you comfortable using a computer?	Yes ___	No ___
3.	Can you enlist support from people around you when you need help?	Yes ___	No ___
4.	Can you organize your time so that you have regular work periods to complete online assignments?	Yes ___	No ___
5.	Can you maintain open communication with your online instructor?	Yes ___	No ___
6.	Can you stay on-task when doing schoolwork at home?	Yes ___	No ___
7.	Do you stay focused when using the Internet for learning?	Yes ___	No ___
8.	Do you understand that an online class can be just as challenging as the same course offered face to face?	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 ___
11.	Do you enjoy reading and writing?	Yes ___	No ___
12.	Are you comfortable using e-mail to communicate with others?	Yes ___	No ___

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.



Developmental Research School  
*at the University of Florida*

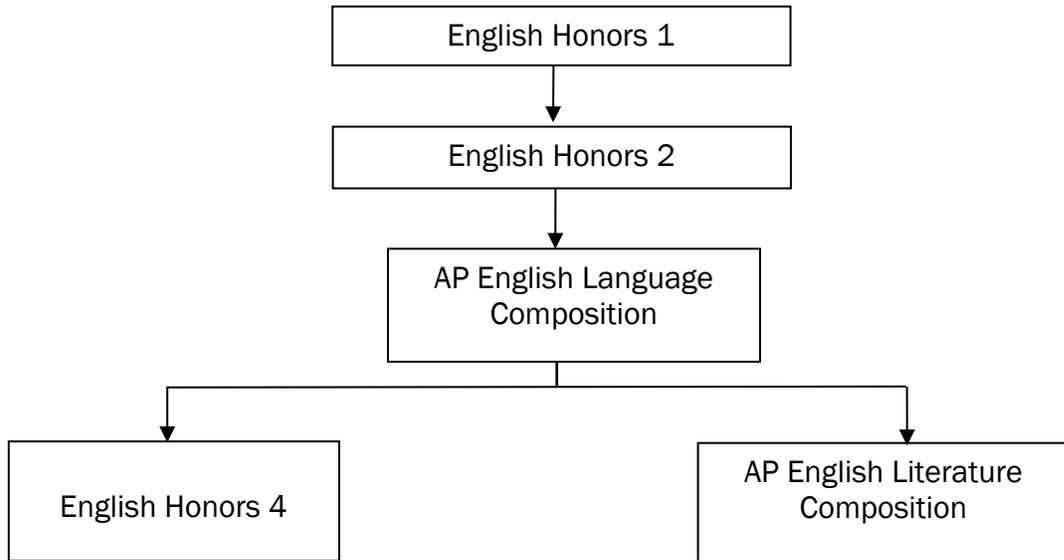
# Course Catalog and Course Descriptions

Course Catalog and Course Descriptions .....	26
• English/Language Arts with Course Descriptions.....	27
• Mathematics with Course Descriptions.....	40
• Science with Course Descriptions.....	44
• Social Studies with Course Descriptions.....	49
• Physical Education with Course Descriptions.....	55
• World Language with Course Descriptions.....	59
• Fine/Performing/Practical Arts with Course Descriptions.....	61
• General & CTE Electives.....	72
• Digital and Printing Technologies.....	73
• Computer Science .....	74
• Required 9 <sup>th</sup> Grade Courses.....	74
• Non-classroom Graduation Requirements and Electives.....	75
• Resources.....	76

# English Language Arts

4 Credits required for Graduation

Sequence for English



**Course Title:** English Honors 1

**Subject Area:** English Language Arts

**Prerequisites:** Successful completion of 8<sup>th</sup> grade

**Credit:** 1.0

**Course Number:** 1001320

**Course Length:** 1 semester

**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
- Complete assignments designed for FSA preparation
- Learn strategies to prepare for college testing

**Course Title:** English Honors 2

**Subject Area:** English Language Arts

**Prerequisite:** Successful completion of English 1

**Credit:** 1.0

**Course Number:** 1001350

**Course Length:** 1 semester

**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:** Advanced Placement English Language & Composition (11<sup>th</sup> grade)

**Course Number:** 1001420

**Subject Area:** English Language Arts

**Credit:** 1.0

**Course Length:** 1 semester

**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 semester

**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 (12<sup>th</sup> grade)

**Course Number:** 1001430

**Subject Area:** English Language Arts

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisites:** 1) Students must have taken at least one semester of AP English Language in 11<sup>th</sup> 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

**Course Title:** Literature in the Media Honors

**Course Number:** 1005365

**Subject Area:** Elective

**Credit:**1.0

**Course Length:** 1 semester

**Offered:** First semester

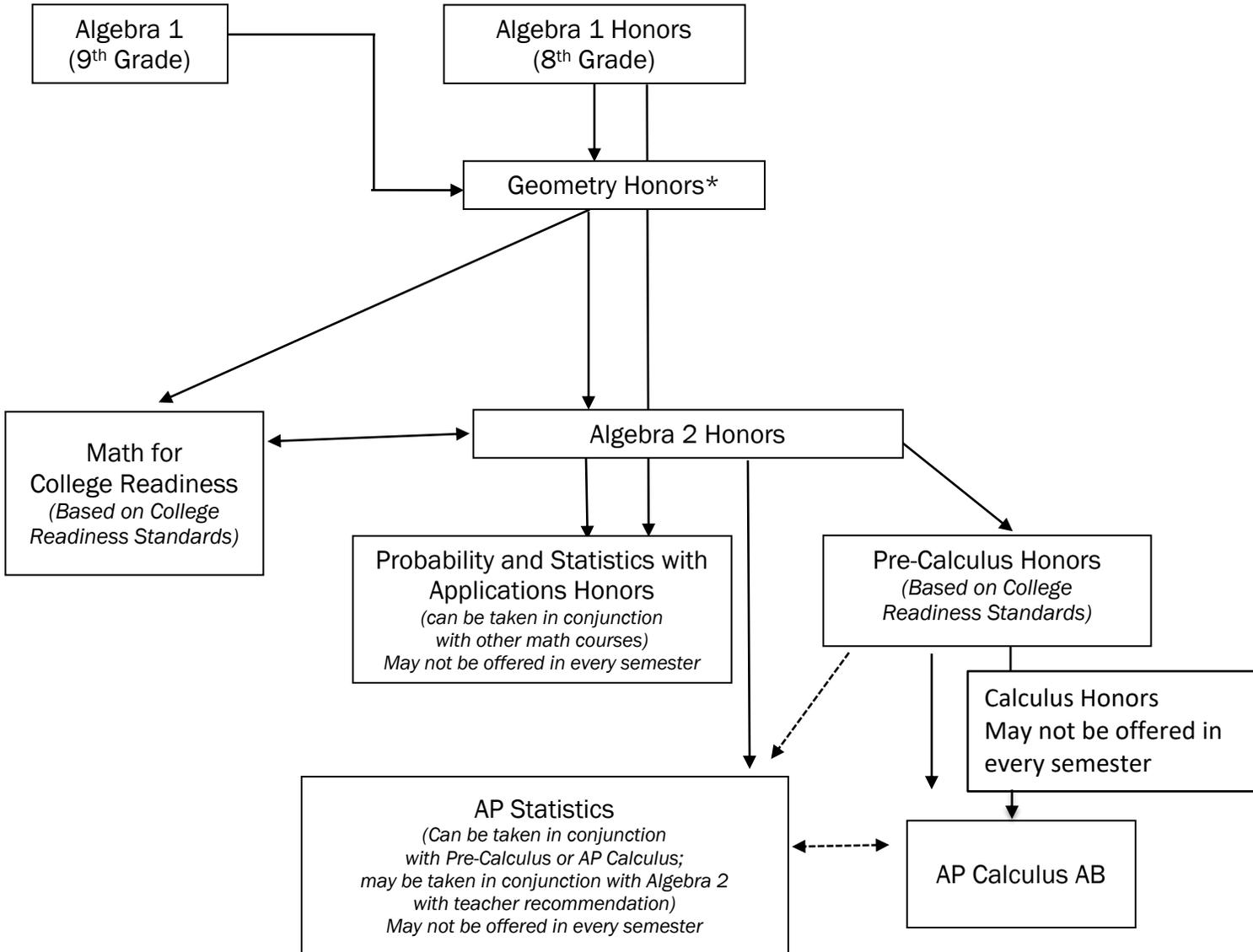
**Prerequisite:** 1) Student must have an aptitude for academic English as shown by having at least a C average in previous English classes.

**Major concepts/content:** Students investigate how and what ideas, values, and concepts are connected through film. In analyzing film, students will examine elements of plot, setting, style, and point of view. There is a secondary focus on literature, where students are allowed to explore literature and the direct tie it has to film. Class activities include viewing, listening, researching, analyzing, and writing about film and literature.

# Mathematics

4 Credits Required for Graduation

## Sequence for Mathematics



**Course Title:** Algebra 1 Honors **Course Number:** 1200320  
**Subject Area:** Mathematics **Credit:** 1.0 **Course Length:** 1 semester  
**Prerequisites:** Completion of 7<sup>th</sup> Grade

8<sup>th</sup> 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\* **Course Number:** 1206320  
**Subject Area:** Mathematics **Credit:** 1.0 **Course Length:** 1 semester  
**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 **Course Number:** 1200340  
**Subject Area:** Mathematics **Credit:** 1.0 **Course Length:** 1 semester  
**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 **Course Number:** 1200700  
**Subject Area:** Mathematics **Credit:** 1.0 **Course Length:** 1 semester  
**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 for students who need a review of previous math concepts. 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 **Course Number:** 1210300  
**Subject Area:** Mathematics **Credit:** 1.0 **Course Length:** 1 semester  
**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 **Course Number:** 1202340  
**Subject Area:** Mathematics **Credit:** 1.0 **Course Length:** 1 semester  
**Prerequisites:** Completion of Algebra 1, 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 the 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:** Calculus Honors

**Course Number:** 1202300

**Subject Area:** Mathematics **Credit:** 1.0 **Course Length:** 1 semester  
**Prerequisites:** Completion of Algebra 1, 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, limits
- Derivatives – concept, computation and applications
- Second derivatives
- Integrals
- Fundamental theorem of calculus
- Antidifferentiation
- Approximation of definite integrals

**Course Title:** Advanced Placement Calculus AB **Course Number:** 1202310  
**Subject Area:** Mathematics **Credit:** 1.0 **Course Length:** 1 semester  
**Prerequisites:** Completion of Algebra 1, 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 **Course Number:** 1210320  
**Subject Area:** Mathematics **Credit:** 1.0 **Course Length:** 1 semester  
**Prerequisites:** Completion of Algebra I, Geometry, and Algebra 2

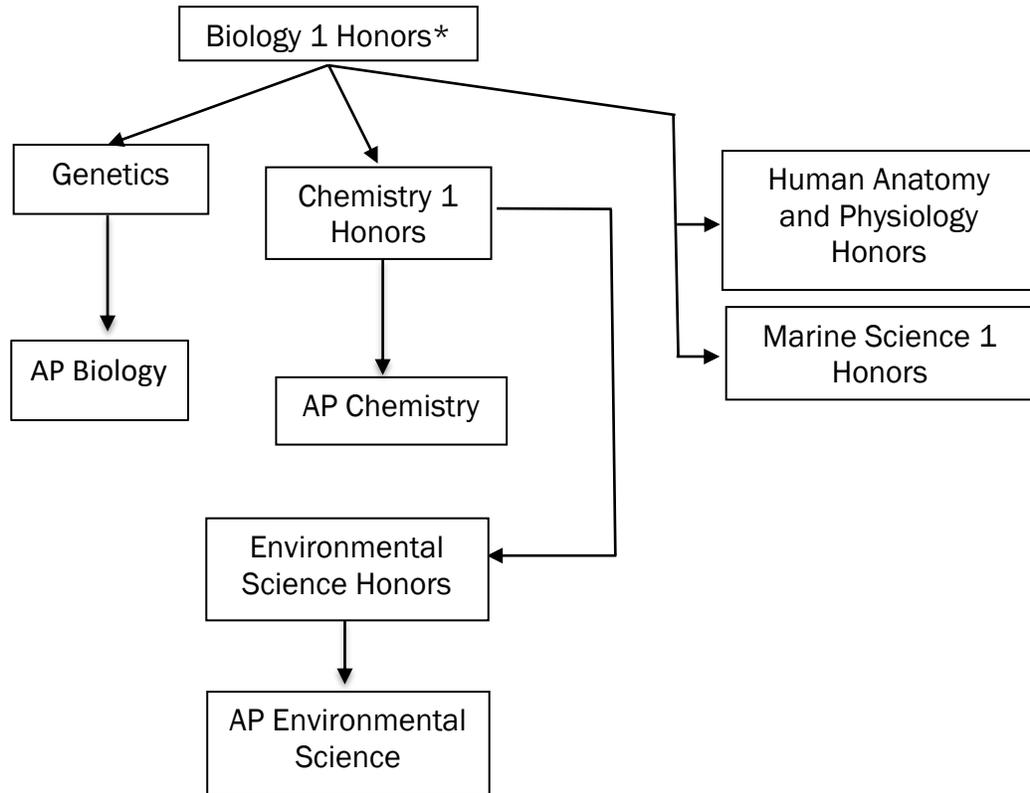
**Major Concepts/Content:** The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The content should include, but not be limited to, the following:

- 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.

# Science

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\*

**Subject Area:** Science

**Prerequisite:** None

**Credit:** 1.0

**Course Number:** 2000320

**Course Length:** 1 semester

**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

**Subject Area:** Science

**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.

**Credit:** 1.0

**Course Number:** 2000360

**Course Length:** 1 semester

**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 Honors

**Subject Area:** Science

**Prerequisite:** Biology

**Credit:** 1.0

**Course Number:** 2003350

**Course Length:** 1 semester

**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 Honors

**Subject Area:** Science

**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.

**Credit:** 1.0

**Course Number:** 2002510

**Course Length:** 1 semester

**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.

**Course Title:** Environmental Science Honors

**Course Number:** 2001341

**Subject Area:** Science

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisite:** Completion of Biology 1 Honors, Chemistry 1 Honors.

**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:** Genetics Honors

**Course Number:** 2000440

**Subject Area:** Science

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisite:** Completion of Biology 1 Honors

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

- Diversity and evolution of living organisms
- Heredity and reproduction
- Interdependence
- Matter and energy transformation
- Practice of science

**Course Title:** Advanced Placement Environmental Science

**Course Number:** 2001380

**Subject Area:** Science

**Credit:** 1.0

**Course Length:** 1 semester

**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 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 semester

**Prerequisite: Completion of Genetics.** 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

**Course Title:** Advanced Placement Chemistry

**Course Number:** 2000340

**Subject Area:** Science

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisite:** Completion of Biology 1 Honors

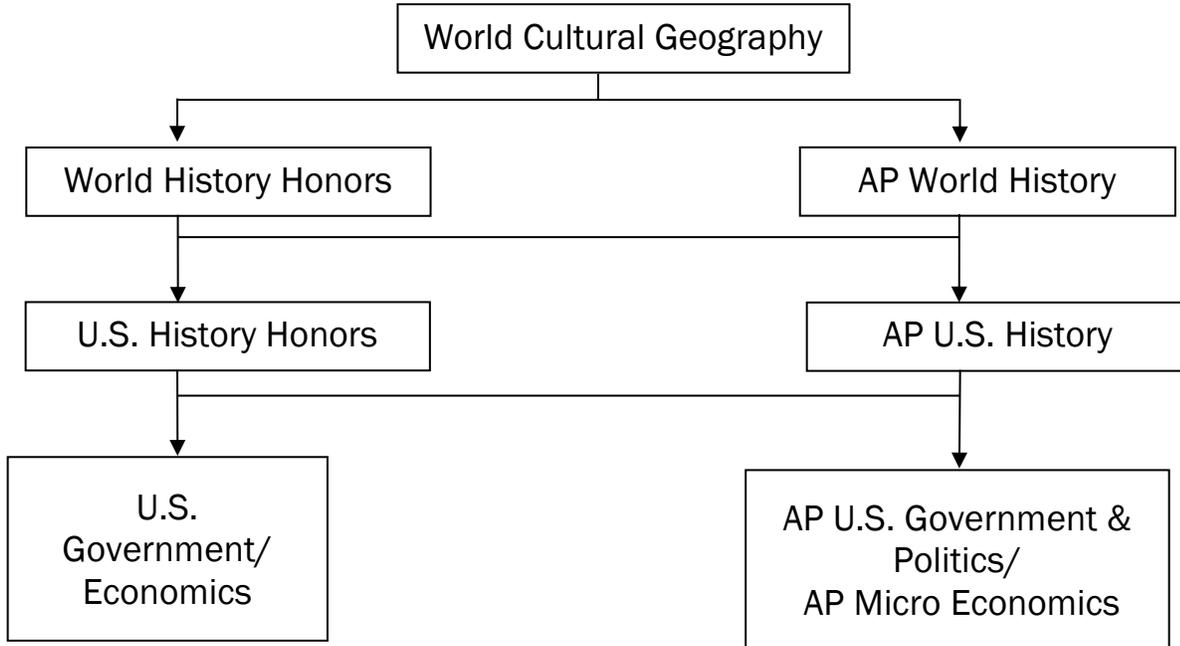
**Major Concepts/Content:** The purpose of this course is to provide a college level class in chemical sciences that prepares students seeking credit and/or appropriate placement in college chemistry courses. Emphasis on science practices and designing testable explanations—laboratories are mandatory.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

- 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

# Social Studies

3 Credits Required for Graduation

## Sequence for Social Studies



**Course Title:** World Cultural Geography

**Subject Area:** Social Studies

**Prerequisites:** None

**Credit** 1.0

**Course Number:** 2103300

**Course Length:** 1 semester

**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

**Course Title:** World History Honors

**Subject Area:** Social Studies

**Prerequisites:** FSA ELA Level  $\geq$  4; minimum 3.0 un-weighted GPA in 8th grade U.S. History.

**Credit:** 1.0

**Course Number:** 2109320

**Course Length:** 1 semester

**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

**Subject Area:** Social Studies

**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.

**Credit:** 1.0

**Course Number:** 2109420

**Course Length:** 1 semester

**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

**Subject Area:** Social Studies

**Prerequisite:** None

**Course Number:** 2100320

**Credit:** 1.0

**Course Length:** 1 semester

**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 semester  
**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
  - Reference: Advanced Placement Syllabus for specific content requirements  
[http://apcentral.collegeboard.com/repository/ap03\\_cd\\_ushistory\\_040\\_4331.pdf](http://apcentral.collegeboard.com/repository/ap03_cd_ushistory_040_4331.pdf)
- 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:** 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

**Course Title:** Advanced Placement United States Government & 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

**Course Title:** Advanced Placement Comparative Government & 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

**Course Title:** Psychology

**Subject Area:** Social Studies

**Prerequisites:** 10<sup>th</sup>-12<sup>th</sup> grade

**Credit:** .5

**Course Number:** 2107300

**Course Length:** 1 semester

**Major concepts/content:** Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

**Course Title:** Sociology

**Subject Area:** Social Studies

**Prerequisites:** 10<sup>th</sup>-12<sup>th</sup> grade

**Credit:** .5

**Course Number:** 2108300

**Course Length:** 1 semester

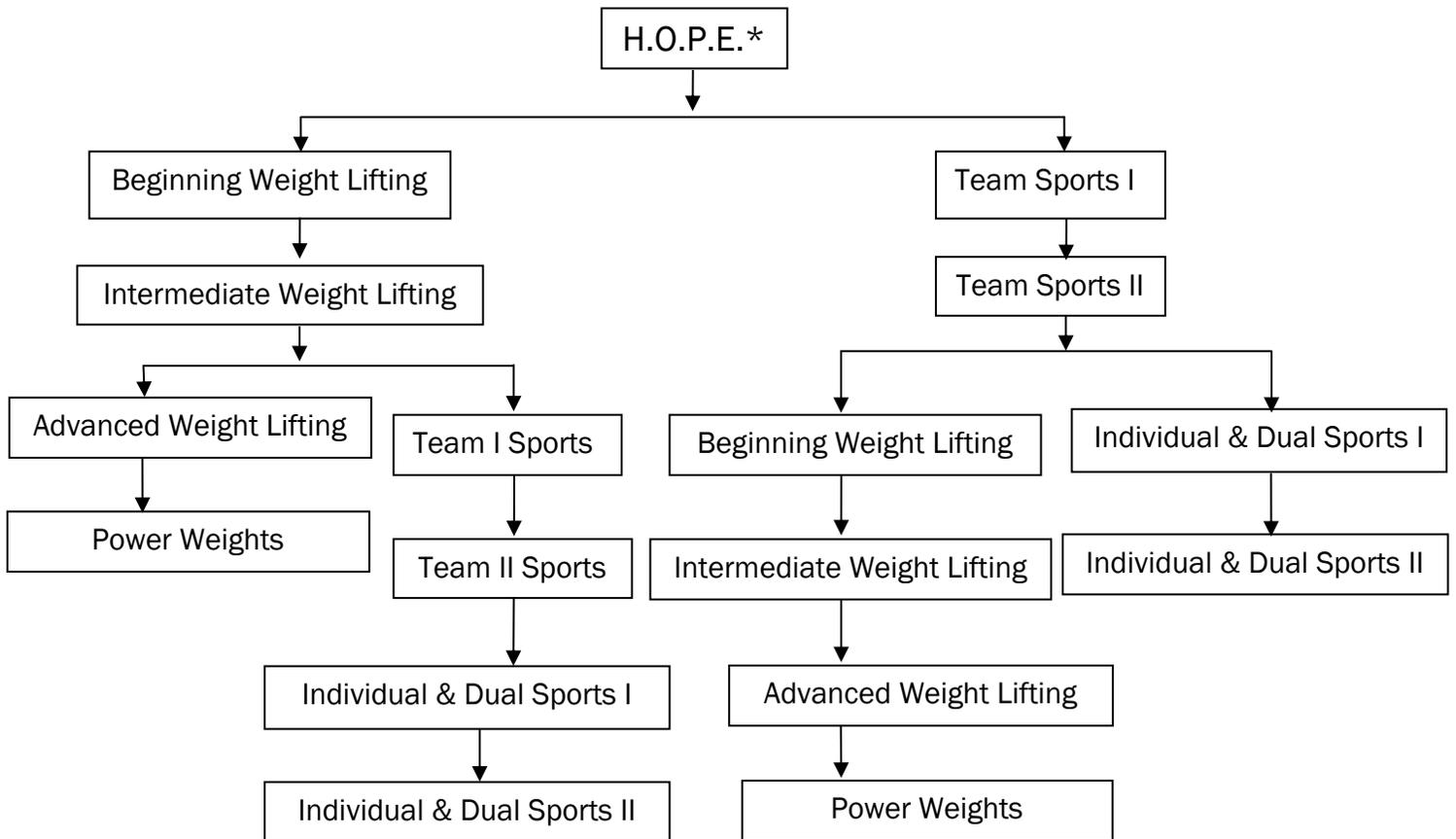
**Major concepts/content:** Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need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

# Physical Education

## 1 Credit Required for Graduation

One credit in physical education, which includes integration of health, is a Florida High School Graduation requirement. P.K. Yonge offers a yearlong H.O.P.E. course for students to meet the physical education requirement. Note: Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit graduation requirement in physical education.

## Sequence for Physical Education



**Course Title:** HOPE\* – Physical Education Variation

**Course Number:** 150632

**Subject Area:** Physical Education

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisites:** None

**Note:** This course is offered in two formats: 1) on campus 2) fully online but still through P.K. Yonge

**Major concepts/content:** 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:

- Biomechanical and physiological principles
- 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
- Development of an individual wellness plan
- Responsible decision making
- Development of an individual nutrition plan
- Completion of a behavior change project
- Analyzing of skills related fitness
- Safety and injury prevention – (hydration, injury, violence, environmental issues, CPR)
- Safety education practices
- Analyzing consumer information and community resources
- Interpersonal communication – communication, relationships, sportsmanship
- Tobacco, alcohol, and other drug use and abuse – risk and protective factors
- Advocating for health and fitness promotion
- Technology application to facilitate health and fitness
- Apply fitness and health concepts

**Course Title:** Weight Training 1

**Course Number:** 1501340

**Subject Area:** Physical Education

**Credit:** 0.5

**Course Length:** 1 semester

**Prerequisites:** HOPE

**Major concepts/content:** 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:

- Safety practices
- Assessment of health-related fitness
- Importance of muscular strength and endurance
- Health problems associated with inadequate levels of muscular strength and endurance
- Musculoskeletal system
- Biomechanical and physiological principles to improve and maintain muscular strength and endurance
- Assessment of basic skills
- Nutrition
- Consumer issues
- Fitness activities

**Course Title:** Weight Training 2 **Course Number:** 1501350  
**Subject Area:** Physical Education **Credit:** 0.5 **Course Length:** 1 semester  
**Prerequisite:** HOPE, Weight Training 1

**Major concepts/content:** 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:

- Safety practices
- Assessment of health-related fitness
- Reinforcement of basic weight-training concepts
- Expansion of weight-training programs
- Weight-training theories
- Fitness activities
- The design, implementation, and evaluation of a personal weight-training program
- Assessment of basic skills
- Consumer issues

**Course Title:** Weight Training 3 **Course Number:** 1501360  
**Subject Area:** Physical Education **Credit:** 0.5 **Course Length:** 1 semester  
**Prerequisite:** HOPE, Weight Training 1 & 2

**Major concepts/content:** 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:

- Safety practices
- Assessment of health-related fitness;
- Reinforcement of weight-training concepts
- Design, implementation, and evaluation of a personal weight-training program to meet specific needs and goals
- Organization and administration of weight-lifting activities
- Assessment of basic skills
- Consumer issues
- Fitness activities

**Course Title:** Power Weight Training **Course Number:** 1501410  
**Subject Area:** Physical Education **Credit:** 0.5 **Course Length:** 1 semester  
**Prerequisite:** HOPE

**Major concepts/content:** 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:

- Safety practices
- Terminology
- Biomechanical and physiological principles
- Concepts and principles of health-related fitness
- Personal and group fitness activities
- Personal fitness programs
- Fitness assessment
- Nutrition
- Consumer issues
- Benefits of participation

**Course Title:** Team Sports 1 **Course Number:** 1503350  
**Subject Area:** Physical Education **Credit:** 0.5 **Course Length:** 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

**Course Title:** Team Sports 2 **Course Number:** 1503360  
**Subject Area:** Physical Education **Credit:** 0.5 **Course Length:** 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
- Techniques
- Strategies
- Rules
- Assessment of basic skills
- Consumer issues
- Fitness activities

**Course Title:** Individual and Dual Sports 1 **Course Number:** 1502410  
**Subject Area:** Physical Education **Credit:** 0.5 **Course Length:** 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
- Basic skills
- Techniques
- Strategies
- Rules
- Assessment of basic skills
- Consumer issues
- Fitness activities

**Course Title:** Individual and Dual Sports 2 **Course Number:** 1502420  
**Subject Area:** Physical Education **Credit:** 0.5 **Course Length:** 1 semester  
**Prerequisite:** HOPE, Individual and Dual Sports 1

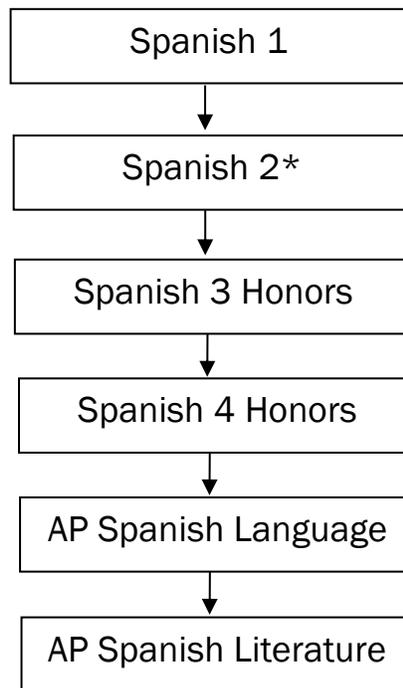
**Major concepts/content:** This is a survey course: (a) acquire knowledge of individual and dual sports play, (b) develop basic skills in selected individual and dual sports, and (c) maintain and/or improve health-related fitness. The content should include, but not be limited to the following:

- Safety practices
- Assessment of health-related fitness
- Basic skills
- Techniques
- Strategies
- Rules
- Assessment of basic skill
- Consumer issue
- Fitness activitie

## World Languages

Please Note: Completion of two credits in the same World Language are required for State University Admissions and Bright Futures Scholarship

### Sequence for World Languages



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 language course beyond Spanish 1 will receive a designation on their record indicating proficiency in 2 years of World language.

**Course Title:** Spanish 1 **Course Number:** 0708340  
**Subject Area:** World Language **Credit:** 1.0 **Course Length:** 1 semester

**Prerequisite:** 8th grade requirements: Minimum Level 4 or 70<sup>th</sup> percentile on FSA ELA or with a minimum 3.5 GPA in middle school English. 8<sup>th</sup> 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 vocabulary, reading and writing
- Fundamentals of grammar
- Fundamentals of culture and history

**Course Title:** Spanish 2\* **Course Number:** 0708350  
**Subject Area:** World Language **Credit:** 1.0 **Course Length:** 1 semester

**Prerequisite:** 2.0 GPA in Spanish 1; 8<sup>th</sup> grade students who successfully complete Spanish 2 will earn high school credit

**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. Oral communication will focus in presentational and informal speaking settings about everyday activities and culture.
- Expanding students' cultural knowledge of countries where Spanish is spoken

**Course Title:** Spanish 3 Honors\* **Course Number:** 0708360  
**Subject Area:** World Language **Credit:** 1.0 **Course Length:** 1 semester

**Prerequisite:** 3.0 GPA in Spanish 2; 8<sup>th</sup> grade students who successfully complete Spanish 3 will earn high school credit.

**Major concepts/content:** The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to the following:

- Expansion of vocabulary and conversational skills through discussions based on selected authentic readings
- Grammatical concepts through analysis of reading selections and cultural aspects learned in class
- Acquisition of contemporary vocabulary relevant to everyday life of Spanish-speaking people and their history

**Course Title:** Spanish 4 Honors\*  
**Subject Area:** World Language  
**Prerequisite:** 3.0 GPA in Spanish 3 Honors

**Course Number:** 0708370  
**Credit:** 1.0  
**Course Length:** 1 semester

**Major concepts/content:** The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to the following:

- Expansion of vocabulary and conversational skills through discussions based on selected authentic readings
- Grammatical concepts through analysis of reading selections and cultural aspects learned in class
- Acquisition of contemporary vocabulary relevant to everyday life of Spanish-speaking people and their history

**Course Title:** Advanced Placement - Spanish Language  
**Subject Area:** World Language  
**Prerequisite:** 3.5 cumulative GPA in Spanish 3

**Course Number:** 0708400  
**Credit:** 1.0  
**Course Length:** 1 semester

**Major concepts/content:** 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:

- Develop proficiency in listening, speaking, reading and writing
- Use of Spanish for active communication. This class is conducted in Spanish 100%
- Develop student's awareness of current events and news in Spanish speaking countries.
- Reflection of student interests such as the arts, history, current events, literature, culture, sports, etc.

**Course Title:** Advanced Placement - Spanish Literature  
**Subject Area:** World Language  
**Prerequisite:** 3.5 cumulative GPA in Advanced Placement - Spanish Language

**Course Number:** 0708410  
**Credit:** 1.0  
**Course Length:** 1 semester

**Major concepts/content:** 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:

- Interpret and analyze literature in Spanish
- 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.
- Research Papers: Based on various literary criticisms, using MLA style citations.

## Fine and Performing Arts

The following electives meet the graduation requirement for Fine and Performing Arts, or Practical Arts: <http://www.fldoe.org/core/fileparse.php/7746/urlt/0080266-pacourses1415.pdf>

### Fine (Visual) Arts

**Course Title:** Creative Photography 1\*

**Course Number:** 0108310

**Subject Area:** Art-Visual Arts

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisite:** Open to 10-12<sup>th</sup> grade students

**Credit:** 1.0 will meet graduation requirements for Performing Fine Arts

**Major concepts/content:** Students explore the aesthetic foundations of art making using beginning photography techniques. This course incorporates hands-on activities and consumption of art materials. The content should include, but not be limited to the following:

- Color and/or black and white photography via digital media and/or traditional photography.
- Basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print
- Use of a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer applications, 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
- Use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works

**Course Title:** Two-Dimensional Studio Art 1

**Course Number:** 0101300

**Subject Area:** Art-Visual Arts

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisite:** None

**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

**Course Title:** Portfolio Development: Two-Dimensional Design Honors

**Course Number:** 0109320

**Subject Area:** Art-Visual Arts

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisite:** Successful completion of 2D Studio Art and 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.

**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.

**Course Title:** Advanced Placement Studio Art Two-Dimensional Design Portfolio

**Course Number:** 0109350

**Subject Area:** Art-Visual Arts

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisite:** Successful completion of 2D Studio Art, Portfolio Development: Two-Dimensional Design Honors, and Teacher Recommendation

**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 multi-perspective 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.

## Performing Arts

**Course Title:** Theatre 1

**Subject Area:** Drama-Theatre Arts

**Prerequisite:** None

**Credit:** 1.0

**Course Number:** 0400310

**Course Length:** 1 semester

**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 may 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

**Prerequisite:** Theatre 1 or permission of the instructor.

**Credit:** 1.0

**Course Number:** 0400320

**Course Length:** 1 semester

**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

**Course Number:** 0400330

**Subject Area:** Drama-Theatre Arts

**Credit:** 1.0

**Course Length:** 1 semester

**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.

**Course Title:** Theatre 4 Honors

**Course Number:** 0400340

**Subject Area:** Drama-Theatre Arts

**Credit:** 1.0

**Course Length:** 1 semester

**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.

**Course Title:** Theatre/Cinema/Film Studies

**Course Number:** 0400660

**Subject Area:** Drama Theatre Arts

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisites:** None

**Major concepts/content:**

This course introduces students to the basics of film analysis, cinematic elements, genre, narrative structure, and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. Students will understand how films are constructed, create meaning, and engage audiences. Students will be introduced to the “building blocks” that make up film as well as principles of analysis, genre, style, performance and storytelling. This class includes readings, screenings, acting in short films for the class (which will require memorization and performance), scriptwriting, and creating short films for the class (which will require maturity and responsibility of school technology). Students must be able to read, write, discuss, and communicate on a mature/high level, regardless of age. Due to the nature of watching films and creating films, **strong, consistent attendance to school is essential for this course.**

**Course Title:** Musical Theatre Performance 1  
1305400

**Course number:** 0400700 &

**Subject Area:** Drama Theatre Arts

**Credit:** 1.0

**Course Length:** 1 semester

**Major Concepts/content:**

Musical Theatre Performance focuses on the development of singing, acting, movement & dance skills in a variety of musical theatre performing styles. This class includes musical theatre song performance through voice type, analyzing lyrics, vocals, and physical expression, acting and developing a character, and expressing plot and character through movement/dance. Students will build an audition portfolio and develop auditioning skills. The class combines in small groups as well as a large ensemble; performing to create production numbers from a variety of musicals in different time periods and genres. A demonstrated level of proficiency in performing is expected. A solid work ethic, self-discipline and motivation, willingness to research, and strong regular school attendance are essential.

**Course Title:** Musical Theatre Performance 2

**Course number:** 0400710

**Subject Area:** Drama Theatre Arts

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisites:** Musical Theatre 1

**Major Concepts/content:**

Musical Theatre Performance focuses on the development of singing, acting, movement & dance skills in a variety of musical theatre performing styles. This class includes musical theatre song performance through voice type, analyzing lyrics, vocals, and physical expression, acting and developing a character, and expressing plot and character through movement/dance. Students will build an audition portfolio and develop auditioning skills. The class combines in small groups as well as a large ensemble; performing to create production numbers from a variety of musicals in different time periods and genres. A demonstrated level of proficiency in performing is expected. A solid work ethic, self-discipline and motivation, willingness to research, and strong regular school attendance are essential.

**Course Title:** Musical Theatre Performance 3

**Course number:** 0400720

**Subject Area:** Drama Theatre Arts

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisites:** Musical Theatre 1 & 2

**Major Concepts/content:**

Musical Theatre Performance focuses on the development of singing, acting, movement & dance skills in a variety of musical theatre performing styles. This class includes musical theatre song performance through voice type, analyzing lyrics, vocals, and physical expression, acting and developing a character, and expressing plot and character through movement/dance. Students will build an audition portfolio and develop auditioning skills. The class combines in small groups as well as a large ensemble; performing to create production numbers from a variety of musicals in different time periods and genres. A demonstrated level of proficiency in performing is expected. A solid work ethic, self-discipline and motivation, willingness to research, and strong regular school attendance are essential.

**Course Title:** Guitar 1

**Course Number:** 1301320

**Subject Area:** Music

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisites:** None

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

specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Course Title:** Guitar 2

**Subject Area:** Music

**Prerequisites:** Guitar 1

**Credit:** 1.0

**Course Number:** 1301330

**Course Length:** 1 semester

**Major concepts/content:** Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Course Title:** Guitar 3

**Subject Area:** Music

**Prerequisites:** Guitar 1 & 2

**Credit:** 1.0

**Course Number:** 1301340

**Course Length:** 1 semester

**Major concepts/content:** Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Course Title:** Instrumental Ensemble 1

**Subject Area:** Music

**Prerequisite:** Audition, approval of instructor

**Credit:** 1.0

**Course Number:** 1302460

**Course Length:** 1 semester

**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.



- 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.

**Course Title:** Band 3

**Subject Area:** Music

**Prerequisite:** Band 2

**Credit:** 1.0

**Course Number:** 1302320

**Course Length:** 1 semester

**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

**Prerequisite:** Band 3

**Credit:** 1.0

**Course Number:** 1302330

**Course Length:** 1 semester

**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.

**Course Title:** Band 5

**Subject Area:** Music

**Prerequisite:** Band 4

**Credit:** 1.0

**Course Number:** 1302340

**Course Length:** 1 semester

**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.

**Course Title:** Band 6

**Subject Area:** Music

**Prerequisite:** Band 5

**Credit:** 1.0

**Course Number:** 13023350

**Course Length:** 1 semester

**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.

**Course Title:** Chorus 1

**Subject Area:** Music

**Credit:** 1.0

**Course Number:** 1303300

**Course Length:** 1 semester

**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 semester

**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 semester

**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

**Course Number:** 1303330

**Subject Area:** Music

**Credit:** 1.0

**Course Length:** 1 semester

**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.

## Career and Technical Education and/or Practical Arts Electives

### Engineering Pathways –CTE

**Course Title:** Introduction to Engineering Design **Course Number:** 8600550  
**Subject Area:** Practical Art **Credit:** 1.0 **Course Length:** 1 semester

**Prerequisite:** None – 1<sup>st</sup> course in sequence

**Major concepts/content:** This course gives students the opportunity to work in teams, collaborate, brainstorm and solve real world problems. It requires a fundamental understanding of physics and measurement. It allows students to use sophisticated three-dimensional modeling software to improve existing products, invent new ones, and communicate the details of the products to others. Under the guidance of Mr. Myers, teams employ all the skills and knowledge gained through previous coursework, construct and test a model, document their design and present it to their instructor.

**Course Title:** Principles of Engineering **Course Number:** 8600520  
**Subject Area:** Practical Art **Credit:** 1.0 **Course Length:** 1 semester

**Prerequisite:** Introduction to Engineering Design

**Major concepts/content:** Students use activities, projects and problems to explore the wide variety of careers in engineering and examine technology systems and manufacturing processes. It allows students to use sophisticated three-dimensional modeling software to improve existing products, invent new ones, and communicate the details of the products to others.

**Course Title:** Digital Electronics **Course Number:** 8600530  
**Subject Area:** Practical Art **Credit:** 1.0 **Course Length:** 1 semester

**Prerequisite:** Introduction to Engineering Design and Principles of Engineering

**Major concepts/content:** Students use activities, projects and problems to explore the wide variety of careers in engineering and examine technology systems and manufacturing processes. It allows students to use sophisticated three-dimensional modeling software to improve existing products, invent new ones, and communicate the details of the products to others.

**Course Title:** Engineering Design and Development **Course Number:** 8600650  
**Subject Area:** Practical Art **Credit:** 1.0 **Course Length:** 1 semester

**Prerequisite:** Minimum 3 courses in Engineering pathways

**Major concepts/content:** Senior Capstone course in the Engineering Pathways program.

**Course Title:** Foundations of Robotics **Course Number:** 9410110  
**Subject Area:** Practical Art **Credit:** 1.0 **Course Length:** 1 semester

**Prerequisite:** Intro to Engineering and Teacher Recommendation

**Major concepts/content:** This course gives students the opportunity to work in teams, collaborate, brainstorm and solve real world problems. It requires a fundamental understanding of physics and measurement. It allows students to use sophisticated three-dimensional modeling software to improve existing products, invent new ones, and communicate the details of the products to others.

## Digital Media/Printing Technologies - CTE

**Course Title:** Digital Media/Multi-media Design

**Course Number:** 8201210

**Subject Area:** Practical Art

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisites:** None

**Major concepts/content:** This course allows students to create content in a variety of media/communication platforms. They create and edit videos, podcasts, written pieces, and promote using social media. All of this content is stored and maintained by students on our course website. Students also help to develop school related communication/media pieces based of client requests. Sample projects would be school sports videos, promo pieces, interviews, podcasts (variety of topics), blogs, articles, etc.

**Course Title:** Principles of Entrepreneurship

**Course Number:** 8812110

**Subject Area:** Practical Art

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisites:** Digital Media/Multi-media Design

**Major concepts/content:** This course is designed to get students excited about becoming true entrepreneurs. Students have the opportunity to create and fully develop their own products and services. Over the course of the class, students learn about marketing, accounting, design, production as well as the legal aspects of running a business. Students will run and operate a small business within the school to create products for clubs, sports, and organizations.

**Course Title:** Journalism 1 (Yearbook)

**Course Number:** 1006300

**Subject Area:** Practical Art

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisite:** Application process, including 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.

**Course Title:** Social Media

**Course Number:** 1006375

**Subject Area:** Elective

**Credit:** 1.0

**Course Length:** 1 semester

Students in this course will learn to identify and analyze how media content reflects, supports, and sometimes affects change in our country and community. Students will be exposed to mass communication theories such as agenda-setting and framing. Through this class, students will engage in analytical writing to help them understand issues facing our society and the presentation of those issues through mass media. This class will include, but not limited to:

- Learning how to be informed consumers of media by understanding how to distinguish between information sources and evaluate their reliability.
- Understanding the field of journalism and the processes and challenges journalists face.
- Exploring the relationship between journalism and the public and the impact the press has on society.

- Increasing understanding of our state and local governments, including the impact on our daily lives and the ways in which we can engage with both government and media to affect change.

## Computer Science

**Course Title:** Advanced Placement Computer Science Principles

**Course Number:** 0200335

**Subject Area:** Practical Art

**Credit:** 1.0

**Course Length:** 1 semester

**Prerequisites:** None

**Major concepts/content:** This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

## Required 9<sup>th</sup> Grade Courses

**Course Title:** Critical Thinking and Study Skills

**Course Number:** 1700370

**Credit:** 1.0

**Course Length:** 1 semester

**Major concepts/content:** This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem-solving skills including test taking skills are an integral part of this course.

## 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 Research) **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

\* Taking this class meets the State requirement for virtual learning.

## Resources

The information found in this handbook was compiled from the following resources:

- Florida Counseling for Future Education Handbook (Florida Department of Education)  
<https://dlss.flvc.org/documents/210036/217302/Florida+Counseling+for+Future+Education+Handbook.pdf/8e147e5f-857c-490e-be68-f145b084fc12>
- The Florida Department of Education: <http://www.fldoe.org/>  
<http://www.fldoe.org/core/fileparse.php/5663/urlt/GradRequireFSA.pdf>
- P.K. Yonge DRS Code of Student Conduct:  
<http://pkyonge.ufl.edu/information/policies-publications/>
- P.K. Yonge Student Progression Plan:  
<http://pkyonge.ufl.edu/information/policies-publications/>
- The Florida Bright Futures:  
<http://www.floridastudentfinancialaid.org/SSFAD/bf/>
- The Federal Student Aid:  
<https://fafsa.ed.gov/>
- The College Board:  
[www.collegeboard.org](http://www.collegeboard.org)
- ACT:  
[www.actstudent.org](http://www.actstudent.org)