

# PONTE VEDRA HIGH SCHOOL



*2024–2025*  
*COURSE CATALOG*

# Scheduling Procedures

We will try to schedule all the courses selected by a student; however, the following may affect a student's final schedule:

- **If a course is not requested by a sufficient number of students, that course will not be offered. In this case every attempt will be made to select a course from the "elective course selections" list from the student's course request form.**
- **If two selected courses are only offered at the same time, the student can only be scheduled into one of them. Every attempt will be made to use one of the student's alternate selections to replace the unscheduled course.**
- **If a student chooses a course that has a prerequisite and the student's final grade in the prerequisite course is not adequate, the student's schedule will be adjusted accordingly.**

For these reasons, it is crucial that the student completes the elective section on the option verification letter. **Please note that if this section is not completed, the student will be scheduled for available electives.**

The scheduling procedure is to fill openings in courses in a descending order with 12<sup>th</sup> graders scheduled first, 11<sup>th</sup> graders next, etc. This is done to ensure that students closest to graduation meet their graduation requirements.

Students should discuss and plan their schedule with their parents/guardians. Parents/guardians should assure their student's planned schedule reflects the scheduling procedures and courses needed for graduation.

If a student fails a course, they will automatically be placed in the same course the next school year. The failed course must be completed with a passing grade before being placed in the next sequential course. **If a student chooses to retake the failed course at another school (example Virtual School) they must be 75% finished with the course by August 1<sup>st</sup> before they will be scheduled for the next sequential course at PVHS.**

**\*IF YOU WISH TO HAVE A MODIFIED SCHEDULE, PLEASE SEE YOUR SCHOOL COUNSELOR FOR MORE INFORMATION.**

## Course Registration

Each spring or upon enrollment, students meet with a school counselor to select courses for the upcoming school year. Course placement is based on a review of pre and/or co-requisite courses, current grades, state assessment scores and teacher recommendations.

Course registration decisions include:

- Review of core courses
  - Selection of elective options
  - Choice of traditional or virtual model
  - Request for a reduced schedule for seniors and juniors\*
- \* Possible reasons to reduce a schedule during the junior and/or senior year include:
- Travel time to DE courses on the college campus
  - Advanced schedule – full time college is typically 4 or 5 courses per semester
  - Employment or internship
  - Medical situation
  - Graduation requirements can be satisfied and Algebra I EOC and FSA requirements have been met

**It is very important that you choose your courses carefully. The master schedule is built, and teachers are hired based on your course requests. Changes once the school year has started may not be possible.**

# Course Review

A Student Request Verification Form is available for review by parents and students in the Home Access Center(HAC) following course registration. Students may request a course change until the April 1. Changing a course is at the discretion of the school based on student need and availability.

## Schedule Correction Request

Once the student schedule is released, students may only request a schedule correction for the following reasons:

- Duplicate course
- Missing a course
- Misplaced/wrong level

**IMPORTANT AP CLASS WITHDRAWAL: Any student that withdraws from an AP course after the AP exam registration window closes will be charged the exam fee cost.**

## Course Level Change

Students enrolled in a yearlong course may request a course change at the end of the semester, only if all the following conditions have been met:

- grade of D or F
- completion of a parent conference
- demonstration of the student seeking consistent academic assistance

Students enrolled in a half-credit course may request a course change at the end of the quarter, only if all the following conditions have been met:

- a grade of D or F
- completion of a parent/legal guardian conference
- demonstration of the student seeking consistent academic assistance

Please Note:

- All requests will be honored based on availability
- Placement based on FSA/EOC scores may supersede request

In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, students who change their schedule will receive the Withdrew Passing (WP) or Withdrew Failing (WF) determined by their average in the course to that point. A student with a 54% at the time of withdrawal, would receive a WF while a student with an 84% at the time of withdrawal would receive a WP.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Withdrawing from an honors or AP course is also denoted with the WP or WF designation, but cannot be done until after midpoint of the course. Note-withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.

# Grade Forgiveness

## 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 equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the 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.

## Grade Forgiveness for High School Students

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 equivalent, with a grade of "C" or higher, or its 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. Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements.**

The district's forgiveness policy is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or a violation of the privacy or other rights of the student.

The district's Student Progression Plan contains updated information on grade forgiveness. The document can be accessed at <http://www.stjohns.k12.fl.us>.

# Credit for High School Courses taken prior to Grade 9

High school level courses taken prior to grade 9 may be used to satisfy high school graduation requirements and Florida Academic Scholars 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 equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the 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.)

A student who took high school courses in middle school may not ask to have his high school courses taken in middle school revert to middle school course designations. Students seeking high school credit for courses taken in a private middle school, may be granted credit if the private school is listed with the Florida DOE as a private school with a school number plus the credit and course grade are reflected on an official transcript from the school.

## Course Weighting

An additional weight of .5 is added to Honors courses for grade point average (gpa) calculation.

An additional weight of 1.0 is added to Advanced Placement and Dual Enrollment courses for gpa calculation.

Throughout the catalog weighted courses have the **credit value** in bold. **The Honors courses are indicated with an (\*) and the AP courses and Dual Enrollment courses are indicated with (\*\*).**

### Course Weightings for Transfer Students

Students transferring credits into St. Johns County School District will be subject to the current course credit weighting approved by the St. Johns County School Board and in alignment with Florida DOE course code directory. If a letter grade is assigned, that grade is entered in our system, even if the grading scale from which the student transferred is not equivalent to St. Johns County School District's grading scale. If only a numerical grade is provided and no grading scale is provided, our scale is applied to the student record.

## Honors Criteria

The St. Johns County School District criteria for honors or advanced course placement are any one of the following:

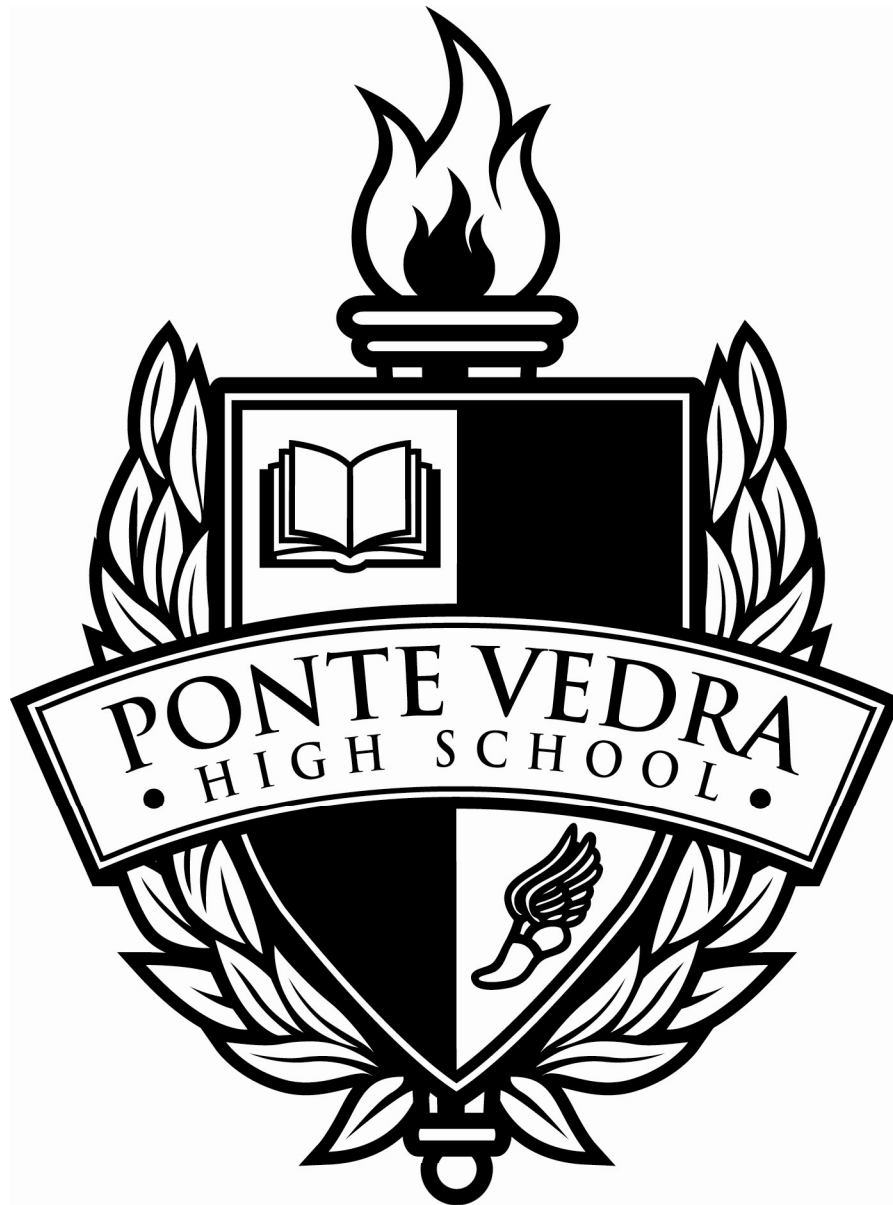
- ❖ Grades - A grade of C or better in the previous honors course or a grade of A in the previous standard course
- ❖ FAST - Level 4 or 5 in appropriate area and not less than a Level 3 in any area • on Mathematics FAST for placement in honors mathematics classes • on Reading FAST for placement in honors English, social studies and science or foreign language
- ❖ PSAT – A score of 480 or higher on the appropriate assessment
  - Math score for mathematics honors class placement
  - Reading and/or language for English, social studies, science and foreign languages honors class placement
- ❖ PLAN – A score of 170 (English), 210 (mathematics) or higher on the appropriate assessment
  - Math score for mathematics honors class placement
  - Reading and/or language for English, social studies, science and foreign languages honors class placement
- ❖ Norm Referenced Test - Stanine of 7, 8, or 9 on an appropriate assessment
  - Math score for mathematics honors class placement
  - Reading and/or language for English, social studies, science and foreign languages honors class placement

# Academic Recovery Lab

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 Credit Recovery Labs. These labs are an option, not a requirement for students:

- Students who are not on schedule to graduate with their cohort – short in credits
  - Students with a GPA below a 2.0 – in danger of not graduating
  - Grade forgiveness for students who meet one or more of the grade forgiveness criteria
- Students should move through the correct progression of the curriculum before grade recovery is allowed when the GPA is above a 2.0 – students must receive an “F” in order to retake a class.

Due to National Collegiate Athletic Association (NCAA) eligibility requirements, academic recovery lab 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).





# Standard Diploma Requirements & Designations



## 24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

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

## Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

Scholar Diploma Designation
<p>In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:</p> <ul style="list-style-type: none"> <li>• Earn 1 credit in Algebra 2 or an equally rigorous course</li> <li>• Pass the Geometry EOC</li> <li>• Earn 1 credit in Statistics or an equally rigorous mathematics course</li> <li>• Pass the Biology 1 EOC++</li> <li>• Earn 1 credit in Chemistry or Physics</li> <li>• Earn 1 credit in a course equally rigorous to Chemistry or Physics</li> <li>• Pass the U.S. History EOC++</li> <li>• Earn 2 credits in the same World Language</li> <li>• Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course</li> </ul> <p>**Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.</p>
Industry Scholar Diploma Designation
<ul style="list-style-type: none"> <li>• Meet standard high school diploma requirements</li> <li>• Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

# Academic Core Course Progression

## English Progression

### **Standard Sequence:**

English 1 → English 2 → English 3 → English 4

### **Honors Sequence:**

English 1 Honors → English 2 Honors → English 3 Honors or  
AP English Language or ENC1101 & 1102 → English 4 Honors or  
AP English Literature or  
ENC 1101 & 1102

## Social Studies Progression

### **Standard Sequence:**

Psych 1&2 or Art History Honors → World History → US History → Government and Economics

### **Honors Sequences:**

AP Human Geography → AP World History or  
World History Honors → AP US History or  
US Honors → Gov't Hon & Econ Hon or  
AP Gov't/AP Comp  
& AP Micro/AP Macro  
or AP Gov/AP Micro

Art History Honors → AP World History or  
World History Honors → AP US History or  
US Honors → Gov't Hon & Econ Hon or  
AP Gov't/AP Comp  
& AP Micro/AP Macro  
or AP Gov/AP Micro

## Math Progression

### **Standard Sequences:**

Algebra I/Algebra I A → Geometry → Math for College Liberal Arts

Algebra I → Geometry → Algebra 2 → Math for College Algebra or Probability & Statistics with Applications Honors

### **Honors Sequences:**

Algebra I Honors → Geometry Honors → Algebra II Honors or Probability & Statistics with Applications Honors →  
Pre-Calculus → AP Calculus AB and/or AP Statistics → AP Calculus BC and/or AP Statistics



## Science Progression

### Standard Sequence:

Environmental Science → Biology → Anatomy & Physiology or Chemistry \*\* → Chemistry or Marine Science Honors or Physics or Forensics I

\*\* required FSA Reading level 3 or higher

### Honors Sequences:

Biology Honors → Chemistry Honors → Physics Honors or AP Biology or AP Chemistry or AP Physics or AP Environmental or AP Chemistry → AP Biology or AP Chemistry or AP Physics or AP Environmental or Physics Honors or Anatomy & Physiology Honors  
(Geometry H 9<sup>th</sup> grade)

Physical Science Honors → Biology Honors → Chemistry Honors or Chemistry → Physics Honors or Physics or AP Biology or AP Chemistry or AP Environmental or Anatomy & Physiology Honors  
(Algebra 1 H 9<sup>th</sup> grade)

## Virtual Education

### Florida Virtual School (FLVS) or St. Johns Virtual School (SJVS)

As stipulated by the Florida K-20 Education Code (s.1002.20) parents have the right to choose educational options such as Florida Virtual School for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. The School Board shall provide students with access to enroll in courses available through the FLVS/SJVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment. Students wishing to take courses from FLVS/SJVS must work closely with their guidance counselors to ensure that courses fit in their Customized Learning Path (CLP).

### FLVS/SJVS Guidelines for High School

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs 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 must have a 2.0 or higher OR a score a level 3 on the Reading FSA unless the student has medical or behavior issues that may limit success in the traditional classroom
- Students must meet with school counselor to determine if placement in an FLVS/SJVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's Customized Learning Path (CLP). ALL courses must be approved by the counselor.
- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a SJVS/FLVS course is appropriate based on their individual needs.
- **Once a semester has begun and the regular drop period has passed, a student may not withdraw from a school course to enroll in the same course online without administrative approval.**
- Students may not simultaneously be placed in the same course concurrently at a district high school and at FLVS/SJVS.
- There is no guarantee that when you enroll in a course that the course will begin on the date specified.

# Dual Enrollment Criteria

Dual enrollment courses are offered through an agreement between St. Johns County Schools and St. Johns River State College and First Coast Technical Institute (FCTI). The enrollment criteria for each school are listed below.

Students may earn up to ten dual enrollment credits per college semester for each fall and spring semester as a part time student. For additional information, please refer to the SJCSD Student Progression Plan at <http://www.stjohns.k12.fl.us/depts/cs/spp>.

Minimum Scores Required for Placement:			
	English Composition (ENC 1101)	Math-Intermediate Algebra (MAT 1033)	Math-College Algebra (MAC 1105)
ACT	Reading 19+	Math 19+	Math 21+
SAT	Reading 24+ or digital 490+	Math 24+ or digital 480+	Math 25+ or digital 490+
CLT	Sum verbal & grammar – 38+	16+	19+
PERT	Reading 106+ Writing 103+	Math 114+	Math 123+

## St. Johns River State College

Students wishing to enroll as dual enrollment students (AA or AS degrees) at St. Johns River State College must first meet St. Johns County School District Honors Criteria. In addition, students must meet the following requirements:

- Demonstrate readiness for college or career level course work
- Be seeking a vocational certificate, a college credit vocational/technical certificate, an associate in science college degree, or an associate in arts college degree
- Have a minimum 3.0 unweighted cumulative GPA
- Have a counselor and principal's approval
- Be limited to 10 hours of college credit enrollment per college semester
- Maintain a "C" or better in each class to remain in the dual enrollment program
- Be aware that receiving a "W", "D" or an "F" for any course results in ineligibility to remain in the dual enrollment program
- Provide acceptable results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Postsecondary Education Readiness Test (PERT) or another standardized placement test for college level English and math
- Use of instructional tools that make it possible for students with disabilities to perform skills (such as using a talking calculator to solve math problems)
- Adjusting time demands and schedules (such as allowing more time to finish assignments and courses)

## First Coast Technical College (FCTC)

Students wishing to be placed in dual enrollment classes at First Coast Technical College must fulfill the following requirements:

- Be in grade 11 or 12
- Have a 2.5 or higher GPA upon entry
- Complete the dual enrollment/registration form including all required signatures
- Complete assessment testing within six weeks of program entry ( if not completed, as recommended, prior to entry)
- Maintain a "C" or above average in selected dual enrollment program(s)

## University of North Florida

Students wishing to be placed in dual enrollment classes at the University of North Florida must fulfill the following requirements:

- Dual Enrollment Application  
NOTE: Application is valid for one semester only. Students must reapply each term (by the posted deadline).
- Dual Enrollment Term of Agreement with signatures from high school principal, counselor, and parent (available through the high school guidance counselor or UNF's Admissions Office).  
NOTE: Terms of agreement form is valid for one semester only.
- Official high school transcripts reflecting a 3.0 recalculated, unweighted high school GPA or higher.
- ACT or SAT scores taken within the last two years.
- Immunization form

# Academies

## Biotechnology Academy

**Mission Statement:** *The Academy of Biotechnology and Medical Research will seek to engage, excite, and educate students about the promise and challenges of biotechnology through inquiry-based methods of instruction and advanced curriculum, while addressing social and ethical issues in one of Florida's premier growth industries.*

Biotechnology is the use of living organisms to solve problems or make useful products from biological systems. It is science applied. Biotechnology technicians are integral members of scientific teams working on sophisticated solutions to everyday problems. From creating medical products for disease diagnosis & treatment, to genetically engineering plants & animals for improved food quality, to solving crimes, to remediating the environment & creating new fuels, the science of biotechnology uses living organisms to benefit society.

## International Business & Marketing Academy

**Mission Statement:** *The Academy of International Business and Marketing will seek to excite and engage students to explore and prepare for colleges and careers available in our global economy.*

Increasing globalization has defined business during the last decade. In order to compete in the job market and to succeed in the twenty first century business, students must understand international business, from free trade areas to global competition to currency crises to foreign investment opportunities. Majoring in international business prepares students for careers in the global marketplace. Students must select one of two "strands" (pathways) when applying for this academy.

The **marketing strand** of this academy is designed for students interested in the marketing of consumer and industrial goods and services focusing on international marketing. The curriculum has been developed to include course work in the principles and foundations of marketing management and in the marketing functions of manufacturers, wholesalers, and retailers.

The **business strand** of the academy will provide students with hands-on training in an integrated academic and business curriculum that prepares them for college and a career in the international business community. The curriculum takes Microsoft Office computer applications to a higher level, integrating the software with real-life business simulations in our global economy.


## Academy of Information Technology

**Mission Statement:** The Academy of Information Technology is committed to exposing students to a rigorous curriculum that challenges students with current and future technologies, provides industry certifications, and prepares them for success in college and careers in high-demand technical fields.

The students participate in a coherent and rigorous content aligned with challenging academic standards. The students are provided a relevant technical knowledge and skills. This prepares students for further education and careers in all aspects of the Information Technology careers. The content includes but is not limited to computer application skills, computer hardware, software applications, web applications, web page design, systems support, and network concepts.

## Academy of Future Educators

**Mission Statement:** Mission: To offer students a rigorous program of study which promotes the diverse range of skills needed to become a professional in the field of education and/or training.

Career Cluster: ManufacturingSTEM				CTE Program: Academy of Biotechnology and Medical Research Secondary: Ponte Vedra High School, St. Johns County School District Industrial Biotechnology (8736000) Postsecondary: FL State College at Jacksonville Biomedical Science (B.S.- 26.0102), Biotechnology Laboratory Technician (A.S.-1341010100), Biotechnology Laboratory Specialist (CCC-0341010101), Biotechnology Specialist (CCC-0626120101)				
Career Cluster Pathway: Maintenance, Installation & Repair				Industry Certification:: Secondary: Biotechnician Assistant (CERHB001) Postsecondary: FL State College at Jacksonville: NA				
	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS		
	ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)	
HIGH SCHOOL	<ul style="list-style-type: none"><li>Students are encouraged to use <a href="http://www.mycareershines.org">www.mycareershines.org</a> to explore careers and postsecondary options.</li><li>Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.</li><li>One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program</li></ul>							
	9 <sup>th</sup>	English 1, English 1 Honors	Algebra 1, Algebra 1 Honors	Physical Science, Physical Science Honors	Art History Honors or AP Human Geography	HOPE – Health Opportunities through Physical Education	Biotechnology I –(Honors)-3027010	Foreign Language (Latin recommended)
	10 <sup>th</sup>	English 2, English 2 Honors	Geometry, Geometry Honors, Pre-Calculus	Biology 1, Biology 1 Honors, AP Biology	World History or Or AP World History	Elective	Biotechnology II –(Honors)-3027020	Foreign language (Latin recommended)
	11 <sup>th</sup>	English 3, English 3 Honors	Algebra 2, Algebra 2 Honors	Earth & Space Science, AP Environmental Science, Chemistry, Chemistry 1 Honors, AP Chemistry	US History, US History Honors, AP US History	Elective	Biotechnology III –(Honors)-8736030	Foreign Language (Latin recommended)
	12 <sup>th</sup>	English 4, English 4 Honors	Pre-Calculus Honors, Math for College Readiness, Advanced Topics in Math, AP Calculus, AP Statistics	Marine Science, Anatomy & Physiology Honors	American Government or American Government Honors or AP U.S. Government & Politics .5 + Economics.5 or Economics Honors .5, AP Macroeconomics, AP Microeconomics & DE US Fed Gov't	Elective or UNF Dual Enrollment – Speech – SPC 2608	Experimental Science - (Honors)-2002340	Foreign language (Latin recommended)

<https://www.ju.edu/academics/programs/>


**Career Cluster:** Marketing, Sales and Services


**CTE Program: Academy of International Business and Marketing – International Marketing Strand**  
**Secondary:** Ponte Vedra High School, St. Johns County School District  
 International Marketing (8839100)  
**Postsecondary: St. Johns River State College, St. Augustine**  
 Business Administration (A.S.-1552020102); Business Management (CCC-0552070101);  
 Business Operations (CCC-0552020104); Business Specialist (CCC-0552020103);  
 Organizational Management (B.A.S.-1105202990)  
**University of North FL, Jacksonville**  
 Marketing (B.S.-52.1401), Transportation and Logistics (B.S.-52.0203), International Business  
 (B.S. and M.S.-52.1101)

**Career Cluster Pathway:** Professional Sales & Marketing


**Industry Certification: Secondary:** Microsoft Office Bundle (MICRO069)

**Postsecondary: St. Johns River State College and UNF: NA**

		16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
		ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL	<ul style="list-style-type: none"> <li>Students are encouraged to use <a href="http://www.mycareershines.org">www.mycareershines.org</a> to explore careers and postsecondary options.</li> <li>Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.</li> <li>One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program</li> </ul>							
	9 <sup>th</sup>	English 1, English 1 Honors	Algebra 1, Algebra 1 Honors	Physical Science, Physical Science Honors	Art History Honors or AP Human Geography	HOPE – Health Opportunities through Physical Education	Marketing Essentials - 8827110	Foreign Language (Chinese recommended)
	10 <sup>th</sup>	English 2, English 2 Honors	Geometry, Geometry Honors, Pre-Calculus	Biology 1, Biology 1 Honors, AP Biology	World History or Or AP World History	Elective or International Marketing 1-8839110	International Marketing-8839110	Foreign Language (Chinese recommended)
	11 <sup>th</sup>	English 3, English 3 Honors or AP English Language	Algebra 2, Algebra 2 Honors	Earth & Space Science, AP Environmental Science, Chemistry, Chemistry 1 Honors, AP Chemistry	US History, US History Honors, AP US History	Elective or International Marketing 2 (Honors)-8839120	International Marketing II (Honors)-8839120	Foreign Language (Chinese Recommended) or UNF Dual Enrollment – Speech SPC 2608
	12 <sup>th</sup>	English 4, English 4 Honors or AP English Literature	Pre-Calculus Honors, Math for College Readiness, Advanced Topics in Math, AP Calculus, AP Statistics	Marine Science, Anatomy & Physiology Honors	American Government or American Government Honors or AP U.S. Government & Politics .5 + Economics .5 or Economics Honors .5, AP Macroeconomics, AP Microeconomics & DE US Fed Gov't	Elective or UNF Dual Enrollment Contemporary Ethics – PHI 2630	International Marketing III (Honors)-8839130	Foreign Language (Chinese Recommended) or UNF Dual Enrollment – Business Law – BUL 3130

<b>Career Cluster:</b> Business, Management & Administration			<b>CTE Program: Academy of International Business and Marketing – International Business Strand</b> <b>Secondary: Ponte Vedra High School, St. Johns County School District</b> International Business (8216100) <b>Postsecondary: St. Johns River State College, St. Augustine</b> Accounting Technology (A.S.-1552030201); Organizational Management (B.A.S.-1105202990); Accounting Technology Management (CCC-0552030205); Accounting Technology Operations (CCC-0552030203); Accounting Technology Specialist (CCC-0552030204); Office Management (CCC-0552020401); Business Administration (A.S.-1552020102), Logistics & Transportation Specialist (CCC-0652020901); Business Management (CCC-0552070101); Business Operations (CCC-0552020104); Business Specialist (CCC-0552020103); Risk Management & Insurance Management (CCC-05520250109); Business Operations (CCC-0552020108)				
<b>Career Cluster Pathway:</b> Business Analysis			<b>Industry Certification: Secondary:</b> Microsoft Office Bundle (MICRO069), Quickbooks (INTUT001) <b>Postsecondary:</b> St. Johns River State College: NA				
	<b>16 CORE CURRICULUM CREDITS</b>					<b>8 ADDITIONAL CREDITS</b>	
	<b>ENGLISH</b> 4 credits	<b>MATH</b> 4 credits	<b>SCIENCE</b> 3 credits, 2 with lab	<b>SOCIAL STUDIES</b> 3 credits	<b>OTHER REQUIRED COURSES</b> <b>FINE ARTS</b> (1 credit) <b>PHYSICAL EDUCATION</b> (1 credit)	<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	<b>RECOMMENDED ELECTIVES</b> (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
<b>HIGH SCHOOL</b>	<ul style="list-style-type: none"> <li>Students are encouraged to use <a href="http://www.mycareershines.org">www.mycareershines.org</a> to explore careers and postsecondary options.</li> <li>Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.</li> <li>One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program</li> </ul>						
	<b>9<sup>th</sup></b>	English 1, English 1 Honors	Algebra 1, Algebra 1 Honors	Physical Science, Physical Science Honors or Biology Honors	Art History Honors or AP Human Geography	HOPE – Health Opportunities through Physical Education	Accounting Applications 1 (Honors)-8203310  Foreign Language (Chinese Recommended)
	<b>10<sup>th</sup></b>	English 2, English 2 Honors	Geometry, Geometry Honors, Pre-Calculus	Biology or Chemistry or Chemistry Honors	World History or Or AP World History	Elective	Accounting Applications 2 (Honors)-8203320  Foreign Language (Chinese Recommended)
	<b>11<sup>th</sup></b>	English 3, English 3 Honors or AP English Language	Algebra 2, Algebra 2 Honors	Earth & Space Science, AP Environmental Science, Chemistry, Chemistry 1 Honors, AP Chemistry	US History, US History Honors, AP US History	Elective	Int'l Business Systems (Honors)-8216110  Foreign Language (Chinese Recommended) or UNF Dual Enrollment – Speech SPC 2608
	<b>12<sup>th</sup></b>	English 4, English 4 Honors or AP English Literature	Pre-Calculus Honors, Math for College Readiness, Advanced Topics in Math, AP Calculus, AP Statistics	Marine Science, Anatomy & Physiology Honors	American Government or American Government Honors or AP U.S. Government & Politics .5 + Economics.5 or Economics Honors .5, AP Macroeconomics, AP Microeconomics & DE US Fed Gov't	Elective	International Finance & Law (Honors)-8216120  Foreign Language (Chinese Recommended) or UNF Dual Enrollment – Business Law – BUL 3130



<b>Career Cluster:</b> Information Technology		<b>CTE Program: Academy of Information Technology</b> <b>Secondary: Ponte Vedra High School, St. Johns County School District:</b> Integrated Information Technology (9003500) <b>Postsecondary:</b> <b>St. Johns River State College: St. Augustine:</b> Internet Services Technology- (1511080102), Web Development Specialist (0511080103) <b>First Coast Technical College: St. Augustine:</b> Digital Design 1 (K700100) & 2 (K700200)						
<b>Career Cluster Pathway:</b> Information Support & Services		<b>Industry Certifications: Secondary:</b> Adobe Dreamweaver (ADOBE010), CompTIA A+ (COMPT001), MTA Windows OS Fundamentals (MICRO076), MTA Mobility and Devices Fundamentals (MICRO102), MTA Database Administration Fundamentals (MICRO070), MTA HTML 5 Application Developer Fundamentals (MICRO080), Oracle Certified Associate: JAVA Programmer (ORACL004), CIW Site Development Associate (PROSO020), CIW Advanced HTML 5 & CSS3 Specialist (PROMO027) <b>St. Johns River State College: Postsecondary:</b> CompTIA Network + (COMPTIA006) <b>First Coast Technical College: St. Augustine:</b> NA						
 <small>Sponsored by Citi</small>		16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
		ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit)  PHYSICAL EDUCATION (1 credit)	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES  (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL	<ul style="list-style-type: none"><li>Students are encouraged to use <a href="http://mycareershines.org">mycareershines.org</a> to explore careers and postsecondary options.</li><li>Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.</li><li>One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program</li></ul> <div>* - Honors weighting in CTE classes</div>							
	9 <sup>th</sup>	English 1 or English 1 Honors	Algebra I or Algebra 1 Honors	Physical Science, Physical Science Honors or Biology Honors	AP Human Geography	HOPE – Health Opportunities through Physical Education	Web Development Principles (Honors)  9003520	POSSIBLE OTHER ELECTIVES  To be offered to 11 <sup>th</sup> or 12 <sup>th</sup> graders  (if teacher available)  AP Computer Science  0200320  Cloud Fundamentals  9003550  UNF Dual Enrollment – Speech – SPC 2608
	10 <sup>th</sup>	English 2 or English 2 Honors	Geometry or Geometry Honors	Biology or Chemistry or Chemistry Honors	World History or Or AP World History	World Language	Programming Principles (Honors)  9003540	
	11 <sup>th</sup>	English 3 or English 3 Honors or AP English Language	Algebra 2 or Algebra 2 Honors	Chemistry, Chemistry Honors, or Physics Honors	US History or AP US History	World Language	Database Principles (Honors)  9003530	
	12 <sup>th</sup>	English 4 or English 4 Honors or AP English Literature	Pre Calc Honors, Math for College Readiness, Adv Topics in Math, AP Stats, AP Calculus	AP Chem, AP Bio, AP Physics, AP Environmental, Marine Science Honors or Anatomy Honors	US Gov & Econ or AP US Gov/US Gov Honors & AP Micro/Macro Econ	Elective or World Language	IT Principles (Honors)  9003510	



# BRIGHT FUTURES SCHOLARSHIP PROGRAM

Three categories of awards:

- 1) Florida Academic Scholars Award (FAS)
- 2) Florida Medallion Scholars Award (FMS)
- 3) Florida Gold Seal Vocational Scholars Award (GSV)

For information regarding Bright Futures requirements, please contact the Florida Bright Futures Scholarship Program toll-free at 1-888-827-2004 or [www.floridastudentfinancialaid.org/SSFAD/bf/fasrequire.htm](http://www.floridastudentfinancialaid.org/SSFAD/bf/fasrequire.htm).

## Time and Effort Chart\*

	<b>Lectures/ Discussion</b>	<b>Homework Load</b>	<b>Daily At Home Reading Requirement</b>	<b>At Home Study Time</b>	<b>Tests and Quizzes</b>	<b>Testing Unit Lengths</b>
<b>Non-Honors Courses</b>	40% of class time	Written assignments	Reading the textbook chapter	30 minutes per class period	Per segment	1 to 2 weeks of material between tests
<b>Honors Courses</b>	60% of class time	Written assignments and independent study time	Moderate, textbook chapter and some outside reading	45 minutes per class period	Per segment, moderate point value	2 to 3 weeks of material between tests
<b>AP &amp; DE Courses</b>	80% of class time	Written assignments, maximum independent study time	Extensive, reading the textbook chapter and various other media related to the unit	1 hour to 1.5 hours per class period	Per segment, high point value	3 to 4 weeks of material between tests

\*This chart is intended to give an idea on the amount of time your child will need to spend to be successful. Courses vary based on instructor. Please use this as a reference to select the course level that best fits your child's ability and work effort.

# Academy of Biotechnology & Medical Research

## Biotechnology major concepts and content:

The purpose of these courses are to provide exploratory experiences and laboratory and real-life applications in the field of Biotechnology. The content should include, but not be limited to, the following:

- the nature of science
- matter, energy, chemical processes of cells, organisms
- cell molecular structure and function, membranes, DNA, plasmids, reproduction, communication
- fundamentals of biochemistry, protein synthesis, germ theory
- molecular genetics and biotechnology, restriction digest, DNA analysis, PCR
- levels of organization, molecular to organismal, classification, and taxonomy
- interdependence of organisms, humans, and the environment
- genetic diversity, selection, adaptations, and changes through time
- bioethics
- connection between Biotechnology, agricultural, food, medicine, and careers

**\*All Biotechnology Courses have a \$25 Lab fee, once per year.**

### Biotechnology 1 Honors

Course No.: 3027010

Credit: 1\*

#### Lab fee - \$25

The purpose of this course is to provide exploratory experience combining laboratory and real-life applications in the field of Biotechnology. In this course students can earn a .5 science credit and a .5 CTE credit.

### Biotechnology 2 Honors

Course No.: 3027020

Credit: 1\*

#### Lab fee - \$25

Prerequisite: Biotechnology 1

The purpose of this course is to provide exploratory experience combining laboratory and real-life applications in the field of Biotechnology. In this course students can earn a .5 science credit and a .5 CTE credit.

### Biotechnology 3 Honors

Course No.: 8736030

Credit: 1\*

#### Lab fee - \$25

Prerequisite: Biotechnology 2

The purpose of this course is to provide exploratory experience combining laboratory and real-life applications in the field of Biotechnology.

### Experimental Science I Honors

Course No.: 2002340

Credit: 1\*

#### Lab fee - \$25

Prerequisite: Biotechnology 3

The purpose of this course is to investigate scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental and safety procedures in the lab. A lab fee of \$100 will be assessed to the course.

# Academy of International Marketing

## **Marketing Essentials**

Course No.: 8827110      Credit: 1

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

## **International Marketing I**

Course No.: 8839110      Credit: 1

Prerequisite: Digital Information Technology

This course will introduce the student to the basics of international marketing. These competencies include an understanding of import and export basics. The major concepts covered will include: demonstrating an understanding of global marketing, defining global trade, demonstrating an understanding of global economics, demonstrating an understanding of import & export basics, demonstrating and understanding of trade documentation, and developing knowledge of government agencies administering trade regulations.

## **International Marketing 2**

Course No.: 8839120      Credit: 1\*

Prerequisite: International Marketing I

This course will develop competencies regarding international marketing, transportation, finance, laws & regulations, and communications. The major concepts covered will include: analyzing global & economic issues, demonstrating an understanding of global marketing & transportation, demonstrating an understanding of global finance, demonstrating an understanding of laws & regulations relating to global marketing, discussing global marketing strategies, demonstrating an understanding of global advertising & promotion, demonstrating effective communication skills specific to global marketing, and explaining the concept & importance of entrepreneurship.

## **International Marketing 3**

Course No.: 8839130      Credit: 1\*

Prerequisite: International Marketing 2

This course provides instruction for career sustaining level employment in the industry. The content includes applied skills, related to international marketing functions including employment skills required for success in international marketing and career planning. Entrepreneurship as related to an international market is also included in this course.

## **Business Ownership Honors**

Course No.: 8812000      Credit: 1\*

Prerequisite: International Marketing 2 Honors, Teacher Recommendation

The purpose of this program is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners and to develop the fundamental knowledge and skills necessary to start and operate a business.

## **The Legal Environment to Business**

Course No.: BUL 3130      Credit: 0.5\*\*

Prerequisite: International Business Systems and meet Dual Enrollment Criteria

Introduction to law as it relates to and impacts upon the operation of business. Consideration is given to the Uniform Commercial Code, antitrust, employment laws, business ethics, international law and the social and political environment in which a business operates.

## **Fundamentals of Speech**

Course No.: SPC 2608      Credit: 0.5\*\*

Prerequisite: Meet Dual Enrollment Criteria

Introductory course emphasizing current theories of communication, audience analysis and persuasion. Preparation and presentation of speeches on topics of current concern. Conferences, evaluations and videotape replay provide personalized assistance.

# Academy of International Business

## **Accounting Applications I**

Course No.: 8203310

**Credit: 1\***

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers is required.

## **Accounting Applications II**

### **Prerequisite: Accounting Applications I**

Course No.: 8203320

**Credit: 1\***

This course reinforces skills and standards learned in Accounting Applications I. The content includes voucher systems, cash receipts, petty cash, payroll records, and internal control systems. The use of computers is required.

## **International Business Systems**

Course No.: 8216110

**Credit: 1\***

Prerequisite: Accounting Applications I

This course is designed to prepare students to live and work in a global economy. Students develop an understanding of business principles, management styles, economics, and customs which affect business systems in the international environment.

## **International Finance & Law**

Course No.: 8216120

**Credit: 1\***

Prerequisite: International Business Systems

This course is designed to introduce students to the laws and regulations governing international trade including knowledge of import-export activities, banking, treaties, and currency exchange rates.

## **The Legal Environment to Business**

Course No.: BUL 3130

**Credit: 0.5\*\***

Prerequisite: International Business Systems and meet Dual Enrollment Criteria

Introduction to law as it relates to and impacts upon the operation of business. Consideration is given to the Uniform Commercial Code, antitrust, employment laws, business ethics, international law and the social and political environment in which a business operates.

## **Fundamentals of Speech**

Course No.: SPC 2608

**Credit: 0.5\*\***

Prerequisite: Meet Dual Enrollment Criteria

Introductory course emphasizing current theories of communication, audience analysis and persuasion. Preparation and presentation of speeches on topics of current concern. Conferences, evaluations and videotape replay provide personalized assistance.



# Academy of Information Technology

## **Web Development Principles Honors**

Course No.: 9003520

**Credit: 1\***

Prerequisite: IT Fundamentals Honors

This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions. This program focuses on broad, transferable skills and stresses understanding and demonstration of various elements of network support services.

## **Database Principles Honors**

Course No.: 9003530

**Credit: 1\***

Prerequisite: Web Development Fundamentals Honors

This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions. This program focuses on broad, transferable skills and stresses understanding and demonstration of various elements of network support services

## **Programming Principles Honors**

Course No.: 9003540

**Credit: 1\***

Prerequisite: Database Fundamentals Honors

This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions. This program focuses on broad, transferable skills and stresses understanding and demonstration of various elements of network support services

## **Cloud Principles Honors**

Course No.: 9003550

**Credit: 1\***

Prerequisite: Programming Fundamentals Honors

This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions. This program focuses on broad, transferable skills and stresses understanding and demonstration of various elements of network support services.

## **The Legal Environment to Business**

Course No.: BUL 3130

**Credit: 0.5\*\***

Prerequisite: International Business Systems and meet Dual Enrollment Criteria

Introduction to law as it relates to and impacts upon the operation of business. Consideration is given to the Uniform Commercial Code, antitrust, employment laws, business ethics, international law and the social and political environment in which a business operates.

## **Fundamentals of Speech**

Course No.: SPC 2608

**Credit: 0.5\*\***

Prerequisite: Meet Dual Enrollment Criteria

Introductory course emphasizing current theories of communication, audience analysis and persuasion. Preparation and presentation of speeches on topics of current concern. Conferences, evaluations and videotape replay provide personalized assistance.

# Future Educators Academy

## **Intro to Teaching Profession**

Course No.: 8909010

**Credit: 1\***

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

## **Human Growth and Development**

Course No.: 8909020

**Credit: 1\***

Prerequisite: Intro to Teaching Profession

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

## **Foundations of Curriculum and Instruction**

Course No.: 8909030

**Credit: 1\***

Prerequisite: Human Growth and Development

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

## **Principles of Teaching internship**

Course No.: 8909040

**Credit: 1\***

Prerequisite: Foundations of Curriculum and Instruction

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

# AP Capstone Diploma

**Ponte Vedra High School is proud to be an AP Capstone Diploma eligible school!**  
**AP Capstone™ is a diploma program from College Board based on two yearlong AP courses: AP Seminar and AP Research.**

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

## **AP Seminar**

Course No.: 1700500

**Credit: 1\***

**AP Seminar** In this course, you'll learn to consider an issue from multiple perspectives, identify credible sources, evaluate strengths and weaknesses of arguments, and make logical, evidence-based recommendations. You'll investigate a variety of topics through various viewpoints of your choice. During the course, you'll complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score.

## **AP Research**

Course No.: 1700510

**Credit: 1\***

**Prerequisite:** AP Seminar

In **AP Research**, you'll explore various research methods and complete an independent research project. Your project can build on a topic, problem, or issue you covered in AP Seminar or on a brand-new topic of your own choosing. At the end of the project, you'll submit your academic paper and present and defend your research findings. These components contribute to the overall AP Research score. There is no end-of-course exam



# Art Electives

## Honors Art History

Course No.: 0100330

Credit: 1\*\*

Prerequisite: Meet Honors Criteria

Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world.

## AP Art History

Course No.: 0100300

Credit: 1\*\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. **Students taking this course will take the AP exam in May. There may be a summer assignment for this course. This course meets the performing arts requirement for graduation.**

## Ceramics/Pottery I

Course No.: 0102300

Credit: 1

The purpose of this course is to enable students to recognize the properties, possibilities and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand-building techniques. **This course meets the performing arts requirement for graduation.**

## Ceramics/Pottery II

Course No.: 0102310

Credit: 1

Prerequisite: Ceramics/Pottery I

The purpose of this course is to enable students to recognize the properties, possibilities and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using intermediate-level hand-building and basic wheel-throwing techniques. **This course meets the performing arts requirement for graduation.**

## Ceramics/Pottery III Honors

Course No.: 0102320

Credit: 1\*

Prerequisite: Ceramics/Pottery II

The purpose of this course is to enable students to recognize the properties, possibilities and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using advanced hand-building and intermediate-level wheel-throwing and firing techniques. **This course meets the performing arts requirement for graduation.**

## Sculpture I

Course No.: 0111310

Credit: 1

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, plaster, and paper-mâché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) using positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. **This course meets the performing arts requirement for graduation.**

## Sculpture II

Course No.: 0111320

Credit: 1

Prerequisite: Sculpture I

Students explore spatial relationships using nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper mâché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **Sculpture III Honors**

Course No.: 0111330

**Credit: 1\***

Prerequisite: Sculpture II

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **Drawing I**

Course No.: 0104340

Credit: 1

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. **This course meets the performing arts requirement for graduation.**

### **Drawing II**

Course No.: 0104350

Credit: 1

Prerequisite: Drawing I

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artist's sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. **This course meets the performing arts requirement for graduation.**

### **Drawing III Honors**

Course No.: 0104360

**Credit: 1\***

Prerequisite: Drawing II

Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials. **This course meets the performing arts requirement for graduation.**

### **Digital Media/Multimedia Foundations I**

Course No.: 8201210

Credit: 1

This course provides competencies in presentation production issues, basic computer knowledge, illustration software, digital still photography and photo editing software, such as Adobe Photoshop and Adobe Illustrator.

### **Digital Media/Multimedia Foundations II**

Course No.: 8201220

Credit: 1

Prerequisite: Digital Media/Multimedia Foundations I

This course covers competencies in advanced design, color modes, and fonts.

### **Digital Media/Multimedia Foundations III**

Course No.: 8201230

**Credit: 1\***

This course covers competencies in advanced design, color modes, and fonts.

### **Yearbook I**

Course No.: 0108370

Credit: 1

Prerequisites: Approval of the Yearbook Advisor

Course will be coded as Digital Art Imaging I. The purpose of this course is the creation and publication of the Oceanic yearbook. The coursework includes basic journalism, photography, and design pertaining specifically to yearbook production. **This course meets the performing arts requirement for graduation.**

### **Yearbook II**

Course No.: 0108380

Credit: 1\*

Prerequisites: Approval of the Yearbook Advisor

Course will be coded as Digital Art Imaging II. **This course meets the performing arts requirement for graduation.**

**Yearbook III**

Course No.: 0108390

**Credit: 1\***

Prerequisites: Approval of the Yearbook Advisor

Course will be coded as Digital Art Imaging III Honors. **This course meets the performing arts requirement for graduation.**

**AP Studio Art 2D Portfolio**

Course No.: 0109350

**Credit: 1\*\***

Prerequisite: Teacher Recommendation

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The course is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board. **This course meets the performing arts requirement for graduation.**

**AP Studio Art 3D Portfolio**

Course No.: 0109360

**Credit: 1\*\***

Prerequisite: Teacher Recommendation

This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive and/or fabrication processes. It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board. **This course meets the performing arts requirement for graduation.**

**AP Art: Drawing Portfolio**

Course No.: 0104300

**Credit: 1\*\***

Prerequisite: Teacher Recommendation

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in their chosen area of research. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board. **This course meets the performing arts requirement for graduation.**

## Drama Electives

**Theatre I**

Course No.: 0400310

**Credit: 1**

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

**Theatre II**

Course No.: 0400320

**Credit: 1**

Prerequisite: Drama I and Teacher Recommendation

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

**Theatre III Honors**

Course No.: 0400330

**Credit: 1\***

Prerequisite: Drama II and Teacher Recommendation

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. **This course meets the performing arts requirement for graduation.**



## Theatre IV Honors

Course No.: 0400340

Credit: 1\*

Prerequisite: Drama III and Teacher Recommendation

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

**This course meets the performing arts requirement for graduation.**

## Acting II

Course No.: 0400380

Credit: 1

Prerequisite: Theatre I and Teacher Recommendation

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. 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 meets the performing arts requirement for graduation.**

## Acting III

Course No.: 0400390

Credit: 1

Prerequisite: Acting II and Teacher Recommendation

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **This course meets the performing arts requirement for graduation.**

## Acting IV Honors

Course No.: 0400440

Credit: 1\*

Prerequisite: Acting III and Teacher Recommendation

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **This course meets the performing arts requirement for graduation.**

## Musical Theatre I

Course No.: 0400700

Credit: 1

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

## Musical Theatre II

Course No.: 0400710

Credit: 1

Prerequisite: Musical Theatre I

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

**Musical Theatre III**

Course No.: 0400720

Credit: 1

Prerequisite: Musical Theatre II

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

**Tech Theatre Design & Production**

Course No.: 0400410

Credit: 1

Prerequisite: Musical Theatre II

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## Exceptional Student Education

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

**Access English I**

Course No.: 7910120

Credit: Up to 2

**Access English II**

Course No.: 7910125

Credit: Up to 2

**Access English III**

Course No.: 7910130

Credit: Up to 2

**Access English IV**

Course No.: 7910135

Credit: Up to 2

**Access Algebra IA**

Course No.: 7912080

Credit: Up to 2

**Access Algebra IB**

Course No.: 7912090

Credit: Up to 2

**Access Geometry**

Course No.: 7912065

Credit: Multiple

**Access Liberal Arts Math**

Course No.: 7912070

Credit: Up to 2

**Access Integrated Science I**

Course No.: 7920025

Credit: Up to 2

**Access Chemistry I**

Course No.: 7920011

Credit: Up to 2

**Access Biology I**

Course No.: 7920015

Credit: Up to 2

**Access Earth/Space Science**

Course No.: 7920020

Credit: Up to 2

**Access World History**

Course No.: 7921030

Credit: Up to 2

**Access United States History**

Course No.: 7921035

Credit: Up to 2

**Access US Government**

Course No.: 7921015

Credit: Up to 2

**Access Economics w/ Financial Literacy**

Course No.: 7921022

Credit: Up to 2

**Access Hope**

Course No.: 7915015

Credit: Up to 2

**Access Visual Performing Arts**

Course No.: 7967010

Credit: Up to 2

**Career Experiences**

Course No.: 7980120

Credit: Multiple

**Career Preparation**

Course No.: 7980110

Credit: Multiple

**Learning Strategies**

Course No.: 7963080

Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

# Experiential Education

## Executive Internship I

Course No.: 0500300

Credit: 1

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. Students must currently have a job and work a minimum of 25 hours per month. Students must have their own transportation to leave during the class period they are scheduled into this course. The instructor will meet a minimum of once a month with the students during their scheduled class time for a required meeting and class discussion.

## Executive Internship II

Course No.: 0500310

Credit: 1

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills and understanding in challenging and creative professional areas. Students must currently have a job and work a minimum of 25 hours per month. Students must have their own transportation to leave during the class period they are scheduled into this course. The instructor will meet a minimum of once a month with the students during their scheduled class time for a required meeting and class discussion.

## Executive Internship III

Course No.: 0500320

Credit: 1

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas. Students must currently have a job and work a minimum of 25 hours per month. Students must currently have a job and work a minimum of 25 hours per month. Students must have their own transportation to leave during the class period they are scheduled into this course. The instructor will meet a minimum of once a month with the students during their scheduled class time for a required meeting and class discussion.

## Executive Internship IV

Course No.: 0500330

Credit: 1

The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings. Students must currently have a job and work a minimum of 25 hours per month. Students must have their own transportation to leave during the class period they are scheduled into this course. The instructor will meet a minimum of once a month with the students during their scheduled class time for a required meeting and class discussion.

# Language Arts

## English I

Course No.: 1001310

Credit: 1

The purpose of this course is to provide all 9<sup>th</sup> grade students with a solid and uniform mastery of the foundational language arts skills: literary and poetic analysis; grammar; vocabulary; writing process; reading comprehension; and public speaking. This course requires students to work independently, with partners, and on teams. This course integrates the use of technology and techniques designed to develop studying, comprehension, time-management, and test-taking techniques. Students have greater access to support personnel and remedial opportunities. The fundamentals of English I become expectations in the subsequent English (and other subject) courses. **Summer reading is required.**

## English Honors I

Course No.: 1001320

Credit: 1\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to deepen students' understanding and mastery of the foundational language arts skills: literary and poetic analysis; grammar; vocabulary; writing process; reading comprehension; and public speaking. This course requires students to work independently, with partners, and on teams. This course integrates the use of technology and techniques designed to develop studying, comprehension, time-management, and test-taking techniques. Students entering this course should demonstrate a strong language arts background and skill level. Students are expected to demonstrate higher levels of independence and management of workload and at-home reading. They should have a strong self-motivated work ethic and an interest in literature and writing. Students should expect to work at a faster pace and to delve into extensive and challenging content. The fundamentals of English I become expectations in the subsequent English (and other subject) courses. **Summer reading is required.**

**English II**

Course No.: 1001340

Credit: 1

Prerequisite: English I

The purpose of this course is to introduce all 10<sup>th</sup> grade students to a variety of genres such as poetry, drama, short stories, personal essays, novels, and non-fiction. The reading will vary from the traditional classics to more modern pieces of World Literature. This course also provides students with the necessary writing skills including grammar and vocabulary to perform successfully on the ELA Writing portion of the Florida Standards Assessment (FSA), which is required for graduation. With each grade level, students will be expected to exhibit a greater level of independence and responsibility; thus, they will receive less remedial opportunities. The fundamentals of English II become expectations in the subsequent English (and other subject) courses.

**Summer reading is required.****English Honors II**

Course No.: 1001350

Credit: 1\*

Prerequisite: English I and Meet Honors Criteria

The purpose of this course is to introduce all 10<sup>th</sup> grade students to a variety of genres such as poetry, drama, short stories, personal essays, novels, and non-fiction. The reading will vary from the traditional classics to more modern pieces of World Literature. This course provides students with the necessary writing skills including grammar and vocabulary to perform successfully on the ELA reading and writing portions of the Florida Standards Assessment (FSA). In this course, students must exhibit a strong ELA skill level, demonstrate time management, as well as display a self-motivated work ethic and an interest in literature and writing. Students should expect to work at a faster pace, to complete at-home reading independently, and to delve into extensive and challenging content. The fundamentals of English I and English I Honors become expectations in the subsequent English (and other subject) courses. **Summer reading is required.**

**English III**

Course No.: 1001370

Credit: 1

Prerequisite: English II

The purpose of this course is to provide 11<sup>th</sup> grade students with a continuation of the foundational language arts skills using texts of high complexity and integrated language arts study in reading, writing, and speaking in preparation for college and career readiness. **Summer reading is required.**

**English Honors III**

Course No.: 1001380

Credit: 1\*

Prerequisite: English II and Meet Honors Criteria

The purpose of this course is to provide 11<sup>th</sup> grade students with a continuation of the foundational language arts skills, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening and language preparation for college and career readiness. Students entering this course are expected to demonstrate higher levels of independence and management of workload and at-home reading, and should expect additional texts at a higher reading level with more challenging content. Students should also demonstrate a strong writing and analytical skill level. **Summer reading is required.**

**English IV**

Course No.: 1001400

Credit: 1

Prerequisite: English III

The purpose of this course is to prepare 12<sup>th</sup> grade students with the necessary reading and writing skills to communicate effectively within the academic or work environment. Using texts of high complexity, the goal of the class is to integrate language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. **Summer reading is required.**

**English Honors IV**

Course No.: 1001410

Credit: 1\*

Prerequisite: English III and Meet Honors Criteria

The purpose of this course is to prepare 12<sup>th</sup> grade students with the necessary reading and writing skills to communicate effectively within the academic or work environment. Using texts of high complexity, the goal of the class is to integrate language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The reading will vary from the classics to modern pieces of British literature. The fundamentals of previous English courses are an expectation for this course. **Summer reading is required.**

**AP English Language and Composition**

Course No.: 1001420

**Credit: 1\*\***

Prerequisite: Meets Honors Criteria and Teacher Recommendation

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 effective writing. This course requires students to write using a variety of different styles and tones. AP Language is primarily understanding non-fiction texts (though students will read fiction). As well, students entering this course will draw on their background knowledge of the world and should demonstrate a higher level of analytical and rhetorical analysis, and exhibit a higher understanding of writing conventions. AP students should possess a strong self-motivated work ethic and time management skills. **Summer reading is required.**

**AP English Literature and Composition**

Course No.: 1001430

**Credit: 1\*\***

Prerequisite: Meets Honors Criteria and Teacher Recommendation

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 literature as shared experience. **Students taking this course will take the AP exam in May. Summer reading is required.**

**English Composition I**

Course No.: ENC 1101

**Credit: 1\*\***

Prerequisite: Meet Dual Enrollment Requirements

ENC 1101 is a dual enrollment class through St Johns River State College. This college-level course focuses on essay writing and research, incorporating an emphasis on grammar. It concentrates on helping students to develop skills in composing college-level expository essays and research papers. Students will learn to write essays that are unified, coherent, and grammatically correct. Learning activities are also included to help competency in information literacy, research, and documentation, critical thinking, and critical reading. The course includes practice in critical reading and analyses of texts as well as an introduction to researching and properly documenting sources. An exit grade of "C" or higher is required in order to continue from ENC1101 to ENC1102. The course is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

**English Composition II**

Course No.: ENC 1102

**Credit: 1\*\***

Prerequisite: Meet Dual Enrollment Requirements and ENC 1101

ENC 1102 is a dual enrollment class through St Johns River State College. This college-level course focuses on essay writing and research, incorporating an emphasis on grammar. It concentrates on helping students to develop skills in composing college-level expository essays and research papers. Students will learn to write essays that are unified, coherent, and grammatically correct. Learning activities are also included to help competency in information literacy, research, and documentation, critical thinking, and critical reading. The course includes practice in critical reading and analyses of texts as well as an introduction to researching and properly documenting sources. The course is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

## Language Arts Electives

**Journalism I**

Course No.: 1006300

**Credit: 1**

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

**Journalism II**

Course No.: 1006310

**Credit: 1**

Prerequisite: Journalism I, B or higher in previous Journalism course and Teacher Recommendation

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

**Journalism III**

Course No.: 1006320

**Credit: 1**

Prerequisite: Journalism II, B or higher in previous Journalism course and Teacher Recommendation

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

**Journalism IV**

Course No.: 1006330

Credit: 1

Prerequisite: Journalism III, B or higher in previous Journalism course and Teacher Recommendation

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

**Intensive Reading I**

Course No.: 1000412

Credit: 1

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**Intensive Reading 2**

Course No.: 1000414

Credit: 1

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**Intensive Reading 3**

Course No.: 1000416

Credit: 1

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**Intensive Reading 4**

Course No.: 1008350

Credit: 0.5

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**AP Seminar**

Course No.: 1700500

Credit: 1\*

AP Seminar In this course, you'll learn to consider an issue from multiple perspectives, identify credible sources, evaluate strengths and weaknesses of arguments, and make logical, evidence-based recommendations. You'll investigate a variety of topics through various viewpoints of your choice. During the course, you'll complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score.



## AP Research

Course No.: 1700510

Credit: 1\*

Prerequisite: AP Seminar

In AP Research, you'll explore various research methods and complete an independent research project. Your project can build on a topic, problem, or issue you covered in AP Seminar or on a brand-new topic of your own choosing. At the end of the project, you'll submit your academic paper and present and defend your research findings. These components contribute to the overall AP Research score. There is no end-of-course exam

# Mathematics

## Algebra I

Course No.: 1200310

Credit: 1

This course, or its equivalent, is a required course for graduation. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. **This course will have an EOC.**

## Algebra I A

Course No.: 1200370

Credit: 1

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

## Algebra I Honors

Course No.: 1200320

Credit: 1\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

This course is a rigorous study designed for the student who excels in both ability and performance in mathematics. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. **This course will have an EOC.**

## Algebra II

Course No.: 1200330

Credit: 1

Prerequisite: Algebra I, Geometry and Teacher Recommendation

This second course in algebra is designed for college bound students. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

## Algebra II Honors

Course No.: 1200340

Credit: 1\*

Prerequisite: Algebra I, Geometry and Teacher Recommendation

This course is designed for the student who excels both in ability and performance in college preparatory mathematics. Algebra This course is a rigorous study designed for the student who excels both in ability and performance in college preparatory mathematics. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

## Geometry

Course No.: 1206310

Credit: 1

Prerequisite: Algebra I and Teacher Recommendation

Geometry is a course designed for college bound students. In this course, students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. This course emphasizes the relationship between algebra and geometry in preparation for Algebra II. **This course will have an EOC.**

**Geometry Honors**

Course No.: I206320

**Credit: 1\***

Prerequisite: Algebra I, Meet Honors Criteria and Teacher Recommendation

This course is designed for the student who excels in both ability and performance in college preparatory mathematics. This is a rigorous study of the concepts of Euclidean geometry and illustrates basic logic and its use in problem solving. This course emphasizes the relationship between algebra and geometry in preparation for Algebra II. **This course will have an EOC.**

**Math for College Liberal Arts**

Course No: I207350

**Credit: 1**

Prerequisite: Algebra I, Geometry and Teacher Recommendation

The purpose of this course is to strengthen the skill level of students who have completed Algebra I, Geometry, and who wish to reinforce skills before moving on to Algebra 2. Topics include functions, relations, logarithms, matrices, descriptive statistics.

**Pre-Calculus Honors**

Course No.: I202340

**Credit: 1\***

Prerequisite: Algebra 2, Meet Honors Criteria and Teacher Recommendation

This course is designed for the student who excels both in ability and performance in college preparatory mathematics. This course is designed to strengthen the student's skill in preparation for calculus. Topics include extension of polynomial functions, exponential and logarithmic functions, sequences and series, trigonometry, mathematical induction, matrix algebra, elementary functions, and limits. **This course has an optional summer assignment, which will help prepare students for the 1<sup>st</sup> day Pretest for Pre-calculus.**

**Probability & Statistics with Applications Honors**

Course No.: I210300

**Credit: 1\***

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to introduce students to the fundamentals of descriptive and inferential statistics with a pronounced emphasis on inference.

**Math for College Algebra**

Course No: I200700

**Credit: 1**

Prerequisite: 3 credits in math

The purpose of this course is to strengthen the skill level of high school seniors who have completed Algebra I, Geometry, and who wish to pursue credit generating mathematics courses at the college level. Topics include functions, relations, logarithms, matrices, descriptive statistics, and strategies for college readiness.

**AP Calculus AB**

Course No.: I202310

**Credit: 1\*\***

Prerequisite: Pre-Calculus, Meet Honors Criteria and Teacher Recommendation

This course is designed for the student considering a math and/or science major at a four-year college. Topics include antiderivatives, definite integrals, and applications of the integral. Extensive out of class preparation is required. **Students taking this course will take the AP exam in May. There is a summer assignment for this course, which is due the first day of school and a test the first week of school.**

**AP Calculus BC**

Course No.: I202320

**Credit: 1\*\***

Prerequisite: AP Calculus AB, Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to provide an extended AB Calculus material along with sequences, series, vector and polar concepts. Students who take this course will earn an AB and a BC score on the AP Exam. **Students taking this course will take the AP exam in May.**

**AP Statistics**

Course No.: I210320

**Credit: 1\*\***

Prerequisite: Algebra II, Meets Honors Criteria and Teacher Recommendation

The content should include, but not be limited to, the following: exploratory data, observing patterns and departures from patterns, planning a study, deciding what and how to measure, anticipating patterns in advance, producing models using probability and simulation, statistical inference, confirming models. **Students taking this course will take the AP exam in May.**

# Music Electives

## Band I

Course No.: I302300

Credit: 1

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. **Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities and there is a required fee. This course meets the performing arts requirement for graduation.**

## Band II

Course No.: I302310

Credit: 1

Prerequisite: Band I

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances. **Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities and there is a required fee. This course meets the performing arts requirement for graduation.**

## Band III

Course No.: I302320

Credit: 1

Prerequisite: Band II

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances. **Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities and there is a required fee. This course meets the performing arts requirement for graduation.**

## Band IV

Course No.: I302330

Credit: 1

Prerequisite: Band III

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire. **Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities and there is a required fee. This course meets the performing arts requirement for graduation.**

## Band V Honors

Course No.: I302340

Credit: 1\*

Prerequisite: Band IV

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

## Jazz Ensemble I

Course No.: I302500

Credit: 1

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of

foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. **This course meets the performing arts requirement for graduation.**

### **Jazz Ensemble II**

Course No.: I302510

Credit: 1

Prerequisite: Jazz Ensemble I

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

### **Jazz Ensemble III**

Course No.: I302520

Credit: 1

Prerequisite: Jazz Ensemble II

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

### **Jazz Ensemble IV Honors**

Course No.: I302530

Credit: 1\*

Prerequisite: Jazz Ensemble III

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

### **Eurhythmics I (Color Guard)**

Course No.: I305300

Credit: 1

The purpose of this course is to enable students to develop basic skills in creating, performing and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision and the relationship between music and dance. This course includes after school and weekend activities. **This course meets the performing arts requirement for graduation.**

### **Eurhythmics II (Color Guard)**

Course No.: I305310

Credit: 1

Prerequisite: Eurhythmics I

The purpose of this course is to enable students to develop intermediate-level skills in creating, performing and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation precision and the relationship between music and dance. This course may include after school and weekend activities. **This course meets the performing arts requirement for graduation.**

### **Eurhythmics III (Color Guard)**

Course No.: I305320

Credit: 1

Prerequisite: Eurhythmics II

The purpose of this course is to enable students to develop advanced-level skills in creating, performing and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on

dance, equipment manipulation precision and the relationship between music and dance. This course may include after school and weekend activities. **This course meets the performing arts requirement for graduation.**

### **Eurhythmics IV (Color Guard)**

Course No.: 1305330

Credit: 1

Prerequisite: Eurhythmics III

The purpose of this course is to enable students to develop advanced-level skills in creating, performing and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision and the relationship between music and dance. This course may include after school and weekend activities. **This course meets the performing arts requirement for graduation.**

## **Physical Education and Health**

### **HOPE-Physical Education**

Course No.: 3026010

Credit: 1

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. **This course is required for graduation.**

### **Weight Training**

Course No.: various

Credit: multiple

Prerequisite: None

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image. This class focuses on fitness, nutrition, and well-being.

### **Indoor/Outdoor Team Sports**

Course No.: various

Credit: multiple

Prerequisite: None

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and improve health-related fitness.

## **Science**

### **Biology I**

Course No.: 2000310

Credit: 1

Prerequisite: Environmental Science

This course provides exploratory experiences and activities in the fundamental concepts of life. Laboratory safety and use of apparatus will be addressed, as well as the scientific method and measurement. Lab activities are an integral part of this course.

**This course will have an EOC.**

### **Biology I Honors**

Course No.: 2000320

Credit: 1\*

Prerequisite: Meet Honors Criteria, Teacher Recommendation

This course is designed for students who are capable of exploring biology in greater depth than Biology I provides. Content includes the study of the scientific method and measurement, laboratory safety and use of apparatus, cellular structure and function, classification, genetics, and the study of living organisms, and the process of natural selection. **This course will have an EOC.**

### **AP Biology**

Course No.: 2000340

Credit: 1\*

Prerequisite: Biology Honors, Chemistry Honors, meet Honors Criteria and Teacher Recommendation

The purpose of this course is to provide students with advanced concepts and activities dealing with the life sciences. The course content will include the chemical composition of organisms; cell infrastructure and function of cellular organ cells; role of enzymes in living processes; biochemical pathways involved in respiration and photosynthesis; processes of cell division; principles of genetics; structure and function in plants and animals, their reproduction and development; modern theories for the origin of life; changes in organisms through time; stereotyped and learned behavior, implications of man's social biology on his environment and quality of life. Lab activities that are required by College Board AP Biology curriculum will be an integral part of this course.

**Students taking this course will take the AP exam in May. There may be a summer assignment for this course.**

**Chemistry I**

Course No.: 2003340

Credit: 1

Prerequisite: Biology, Algebra I with a grade of C or higher, FSA reading score no less than a strong 3, teacher recommendation. **Co-Requisite: Algebra II**

The purpose of this course is to study the composition, properties, and changes associated with matter and their applications. Students will be expected to have strong math skills as chemistry is a math based science course. Laboratory activities are an integral part of this course. It is recommended that the student be registered in Algebra II and have a Level 3 FSA Reading or higher.

**Chemistry I Honors**

Course No.: 2003350

Credit: 1\*

Prerequisite: Biology Honors, Algebra I Honors with a grade of C or higher, FSA reading score no less than a strong 3, meet honors criteria and teacher recommendation. **Co-Requisite: Algebra II**

The purpose of this course is to provide students with a math -based accelerated study of the composition, properties and changes of matter that will prepare students for participation in college-level coursework. Students will be required to submit a laboratory notebook, documenting extensive lab experiences.

**AP Chemistry**

Course No.: 2003370

Credit: 1\*

Prerequisite: Chemistry Honors, Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to provide students with a rigorous second year course of study in chemistry. Topics will include advanced stoichiometry, re-dox reactions, molecular geometry, solution chemistry, acid-based chemistry, thermochemistry and electrochemistry. Lab activities that are required by the College Board AP chemistry curriculum will be an integral part of this course. **Students taking this course will take the AP exam in May. There may be a summer assignment for this course.**

**Environmental Science**

Course No.: 2001340

Credit: 1

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course

**AP Environmental Science**

Course No.: 2001380

Credit: 1\*\*

Prerequisite: Biology Honors, Chemistry Honors, Teacher Recommendation

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify & analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Labs will be an integral part of the curriculum. **Students taking this course will take the AP exam in May.**

**Physical Science Honors**

Course No.: 2003320

Credit: 1\*

Prerequisite: Meet Honors Criteria and Teacher

The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces, and their applications through exploratory investigations and activities.

**Forensic Science I**

Course No. 2002480

Credit: 1

Prerequisite: Biology and Chemistry

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

**Physics I Honors**

Course No.: 2003390

Credit: 1\*

Prerequisite: Meet Honors Criteria, Biology Honors, Algebra I Honors with a grade of C or higher. **Co-Requisite: Algebra II**

The purpose of this course is to provide students with rigorous introductory study of the theories and laws governing the interaction of matter, energy and forces of nature. The content includes kinematics, dynamics, energy, work, thermodynamics, waves, light, electricity, magnetism and sound.

**AP Physics I**

Course No.: 2003421

Credits: 1\*\*

Prerequisite: Teacher Recommendation, Algebra 2, **Co-Requisite: Pre-Calculus**

This course is an introductory college-level course that covers Newtonian mechanics, work, energy and power, mechanical waves and sound and simple circuits. The course requires that 25% of instructional time be spent in laboratory work. **Students taking these courses will take the AP exam in May.**

### **AP Physics 2**

Course No.: 2003422

**Credits: 1\*\***

Prerequisite: AP Physics 1, Pre-Calculus, Teacher Recommendation

This course covers fluid statics and dynamics, thermodynamics, electrostatics, electrical circuits with capacitors, electromagnetism, optics, quantum, atomic and nuclear physics. **Students taking these courses will take the AP exam in May.**

### **AP Physics C: Mechanics**

Course No.: 2003430

**Credits: 1\*\***

Co-requisite: Teacher Recommendation

The purpose of this course is to provide study in mechanics, classical electricity, magnetism, kinematics, forces, energy, gravity and rotational motion. **Students taking these courses will take the AP exam in May.**

### **Marine Science I Honors**

Course No.: 2002510

**Credit: 1\***

Prerequisite: Biology

The purpose of this course is to provide an overview of the marine environment. Content includes marine systems, formation of the oceans and interrelationships between man and the ocean environment. This course includes some rigorous standards that are not part of the standard course.

### **Anatomy and Physiology**

Course No.: 2000350

**Credit: 1**

Prerequisite: Biology with a Grade of C or higher

The purpose of this course is to provide students with exploratory activities in the structure and functions of the human body. The content includes anatomical terminology, cells and tissues, systems of the body, genetics and disease processes.

### **Anatomy and Physiology Honors**

Course No.: 2000360

**Credit: 1\***

Prerequisite: Biology Honors, meet Honors Criteria

The purpose of this course is to provide students with exploratory and advanced activities in the structures and functions of the components of the human body. The content includes anatomical terminology, cells and tissues, systems of the body, genetics and disease processes.

## **Social Studies**

### **United States History**

Course No.: 2100310

**Credit: 1**

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. **This course will have an EOC.**

### **United States History Honors**

Course No.: 2100320

**Credit: 1\***

Prerequisite: Meets Honors Criteria and Teacher Recommendation

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. Document analysis is a major component of this course. **This course will have an EOC.**

### **AP United States History**

Course No.: 2100330

**Credit: 1\*\***

Prerequisite: Meets Honors Criteria and Teacher Recommendation

Students study the development of the United States within the context of history by examining connections to the past to prepare for the future. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students taking this course will take the AP exam in May. There may be a summer assignment for this course.**



## **World History**

Course No.: 2109310

Credit: 1

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

## **World History Honors**

Course No.: 2109320

Credit: 1\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. 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. **There may be a summer assignment for this course.**

## **AP World History: Modern**

Course No.: 2109420

Credit: 1\*\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

Understanding of world history is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focus is primarily on the global experience from 1000 AD to the present. Periodization forms the organizing principal for dealing with change and continuity in that time period. **Students taking this course will take the AP exam in May. There may be a summer assignment for this course.**

## **AP Human Geography**

Course No.: 2103400

Credit: 1\*\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

The purpose of this course is to enable students to develop higher levels of concepts and skills related to human geography. **Students taking this course will take the AP exam in May. There may be a summer assignment for this course.**

## **United States Government**

Course No.: 2106310

Credit: 0.5

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

## **United States Government Honors**

Course No.: 2106320

Credit: 0.5\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

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

Course No.: 2106420

Credit: 0.5\*\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

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. **Students taking this course will take the AP exam in May. There may be a summer assignment for this course.**

## **Advanced Placement Comparative Government and Politics**

Course No.: 2106430

Credit: 0.5\*\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

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 national politics. **Students are expected to take a final AP exam. There may be a summer assignment for this course. This course is blocked with AP United States Government and Politics and must be taken together.**

## **Economics**

Course No.: 2102310

Credit: 0.5

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and

influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

### **Economics Honors**

Course No.: 2102320

**Credit: 0.5\***

Prerequisite: Meets Honors Criteria and Teacher Recommendation

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

### **Advanced Placement Macroeconomics**

Course No.: 2102370

**Credit: 0.5\*\***

Prerequisite: Meets Honors Criteria, Teacher Recommendation, Algebra II

Students study the choices they must make as producers, consumers, investors and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants. **Students are expected to take a final AP exam. There may be a summer assignment for this course. This course is blocked with AP Macroeconomics for the DOUBLE BLOCK.**

### **Advanced Placement Microeconomics**

Course No.: 2102360

**Credit: 0.5\*\***

Prerequisite: Meets Honors Criteria and Teacher Recommendation

The purpose of this course is to have students learn about the factors that influence the economic system. **Students are expected to take a final AP exam. There may be a summer assignment for this course. This course is blocked with AP Macroeconomics for the DOUBLE BLOCK. This course is blocked with AP Government for the SINGLE BLOCK.**

## **Social Studies Electives**

### **Psychology I**

Course No.: 2107300

**Credit: 0.5**

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

### **Psychology 2**

Course No.: 2107310

**Credit: 0.5**

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

### **AP Psychology**

Course No.: 2107350

**Credit: 1\*\***

Prerequisite: 10<sup>th</sup> grade and Meets Honors Criteria and Teacher Recommendation

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. This course will better prepare students to understand their own behavior and the behavior of others. Students will take the final AP exam. **Students taking this course will take the AP exam in May. This course counts as a core social studies course in the FL Bright Future calculation.**

## **Leadership Elective**

### **Leadership Skills Development**

Course No.: 2400300

**Credit: 1**

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. Content includes study in self-understanding, development in goal setting, self-actualization, and assertiveness, student of organization theories and management.

# Technology Electives

## Computer Science Discoveries

Course No.: 0200305

Credit: 1\*

Prerequisite: 10<sup>th</sup> Grade.

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

## AP Computer Science Principles

Course No.: 0200335

Credit: 1\*

Prerequisite: 10<sup>th</sup> Grade

Students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. **Students taking this course will take the AP exam in May.**

## AP Computer Science A

Course No.: 0200320

Credit: 1\*

Prerequisite: 10<sup>th</sup> Grade

The AP Computer Science A course is an introductory course in computer science. The major theme of the course is problem solving. Please go to [apcentral.collegeboard.com](http://apcentral.collegeboard.com) for more information regarding this course. **Students taking this course will take the AP exam in May.**

# World Languages

## Spanish I

Course No.: 0708340

Credit: 1

Prerequisite: Middle School Teacher Recommendation or Successful Completion of English I

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

## Spanish II

Course No.: 0708350

Credit: 1

Prerequisite: Spanish I

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

## Spanish III Honors

Course No.: 0708360

Credit: 1\*

Prerequisite: Spanish II

The purpose of this course is to strengthen the student's proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Emphasis is placed on oral proficiency. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

## Spanish IV Honors

Course No.: 0708370

Credit: 1\*

Prerequisite: Spanish III

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

**Spanish V Honors**

Course No.: 0708380

Credit: 1\*

Prerequisite: Spanish IV

This course expands the skills acquired by students in Spanish 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

**AP Spanish Language & Culture**

Course No.: 0708400

Credit: 1\*\*

Prerequisite: Meet Honors Criteria and strong Spanish foundation

The purpose of this course is to develop oral and written fluency in Spanish. Students will follow a rigorous curriculum in order to pass the AP Exam at the end of the year. **Students taking this course will take the AP exam in May. There will be a summer assignment for this course.**

**Chinese I**

Course No.: 0711300

Credit: 1

The purpose of this course is to enable students to begin to acquire proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**Chinese II**

Course No.: 0711310

Credit: 1

Prerequisite: Chinese I

The purpose of this course is to enable students to enhance proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**Chinese III Honors**

Course No.: 0711320

Credit: 1\*

Prerequisite: Chinese II

The purpose of this course is to enable students to enhance proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Chinese literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**Chinese IV Honors**

Course No.: 0711330

Credit: 1\*

Prerequisite: Chinese III

The purpose of this course is to enable students to enhance proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Chinese literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**AP Chinese Language & Culture**

Course No.: 0711340

Credit: 1\*\*

Prerequisite: Meet Honors Criteria and strong Chinese foundation

The purpose of this course is to develop oral and written Chinese linguistic accuracy, strategic and meta-cognitive skills, and an understanding of contemporary and historical Chinese culture. Students will follow a rigorous curriculum in order to pass the AP Exam at the end of the year. **Students taking this course will take the AP exam in May. There may be a summer assignment for this course.**

**Latin I**

Course No.: 0706300

Credit: 1

The purpose of this course is to introduce students to fundamental Latin vocabulary and grammar and to classical culture. The content will cover communication in Latin using reading, writing, and comprehension; perspectives, practices, and products of classical culture; application of knowledge of the Latin language and classical culture to further knowledge of other disciplines; comparison and contrast of the Latin language and classical culture with the student's own language and culture; influence of the Latin language and classical culture in modern society.

**Latin 2**

Course No.: 0706310

Credit: 1

Prerequisite: Latin 1

The purpose of this course is to introduce students to fundamental Latin vocabulary and grammar and to classical culture. The content will cover communication in Latin using reading, writing, and comprehension; perspectives, practices, and products of classical culture; application of knowledge of the Latin language and classical culture to further knowledge of other disciplines; comparison and contrast of the Latin language and classical culture with the student's own language and culture; influence of the Latin language and classical culture in modern society.

**Latin 3 Honors**

Course No.: 0706320

Credit: 1\*

Prerequisite: Latin 2

The purpose of this course is to enable students to enhance their proficiency in the foundations of Latin vocabulary and grammar and to expand their knowledge of classical culture.

**Latin 4 Honors**

Course No.: 0706330

Credit: 1\*

Prerequisite: Latin 3

The purpose of this course is to enable students to enhance their proficiency in the foundations of Latin vocabulary and grammar and to expand their knowledge of classical culture.

**AP Latin**

Course No.: 0706375

Credit: 1\*\*

Prerequisite: Meet Honors Criteria and strong Latin foundation

The purpose of this course is to enable students to enhance their proficiency in the foundations of Latin vocabulary and grammar and to expand their knowledge of classical culture. Students will follow a rigorous curriculum in order to pass the AP Exam at the end of the year. **Students taking this course will take the AP exam in May. There may be a summer assignment for this course.**

**American Sign Language I**

Course No.: 0717300

Credit: 1

American Sign Language I introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

**American Sign Language 2**

Course No.: 0717310

Credit: 1

Prerequisite: American Sign Language I

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language I. The course develops increased receptive and expressive, skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language I while communication remains the primary objective. The cultural survey of the target language is continued.

**American Sign Language 3 Honors**

Course No.: 0717312

Credit: 1\*

Prerequisite: American Sign Language 2

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

**American Sign Language 4 Honors**

Course No.: 0717314

Credit: 1\*

Prerequisite: American Sign Language 3 Honors

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

\*Please consult the St. John's County School District Pupil Progression Plan for more information.