Pineapple Cove Classical Academy at Palm Bay

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ADMINISTRATION

Dr. Kelly Gunter, Director of School Operations
Mrs. Lisa Wheeler, Principal
Mrs. Michelle Johns, Assistant Principal of Academic Affairs
Ms. Stacey Gilbert, Assistant Principal of Student Affairs
Mrs. Leslie Hayford, Student Services Coordinator

GUIDANCE DEPARTMENT

Mrs. Jennifer Welte, Academic Advisor
Ms. Madalyn Opalsky, Guidance Counselor
Mrs. Kendra Appleton, Registrar

ACCREDITATION

As of Spring 2022, Pineapple Cove Classical Academy is accredited by Cognia for the accreditation period of 2022-2027.

Learn the true, do the good, love the beautiful

MISSION STATEMENT

The mission of Pineapple Cove Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

OUR VIRTUES

Courage
I will do the right thing even when it is the unpopular decision
Courtesy
I will be polite, use manners, and maintain a positive attitude all of my daily interactions
Honesty
I will speak the truth and act truthfully with myself and others
Perseverance
I will be persistent in my efforts despite difficulty or delay in achieving success
Self Government
I will use self control in my actions and interactions with others
Service
I will seek to help others through my words and deeds

EDUCATIONAL PHILOSOPHY

The Board of Directors requires that all scholars receive a classical, liberal education. To this end, the BOD has determined the following educational priorities. Basic cognitive skills and academic fundamentals: reading/writing/mathematics; Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics; Other classical subjects: music; art; Latin; Auxiliary subjects: foreign languages, physical education, performing arts, other social sciences; and extracurricular activities as defined by the Principal. Scholars will change classrooms individually to meet with subject matter specialists. The 7-12 curriculum will follow the recommendations of Hillsdale College with modifications to the course sequence as outlined by State and District standards. Teachers must develop their courses under the direction of the Principal, who is the chief academic leader and accountable to the BOD.

A classical education is a liberal arts education intended to equip scholars for virtuous, knowledgeable, and happy lives. Our scholars will be engaged citizens and intellectually rigorous contributors, well qualified for future studies in law, medicine, business, engineering, technology, theology or any other professional or vocational pursuit.

In the humanities, students engage in Socratic discussion, as teachers propose questions based on close readings of complete works. Freshmen read *The Iliad* and *The Aeneid* and delve into the works of historians and philosophers, such as Thucydides, Herodotus, Plato, and Plutarch. In their sophomore year, students read Hawthorne, Melville, Fitzgerald and Twain, while considering the growth and development of the United States in History. Scholars encounter British Literature such as *Beowulf*, Chaucer, Dickens, and Austen in their junior year, and complete courses in American Government and Economics. They read the founding documents, as well as the influential Federalist papers, and the presidents, authors, and activists of the 19th century. Finally, the seniors focus on modern times with works by Fyodor Dostoyevsky, Aldous Huxley, Joseph Conrad, and a study of ancient and modern philosophy culminating in their senior thesis.

Mathematics and science classes place an emphasis on the search for truth and beauty and the primacy of logic (including Euclidean Geometry), as well as deductive reasoning as students move from foundational to more advanced courses.

During the senior year, scholars are required to take Moral Philosophy, write a Senior Thesis, and defend it before faculty members and peers. Students are required to complete a minimum of three years of world language; two of the years must be in Latin.

Scholars may continue to build upon music theory and art history by participating in performance ensembles and advanced art classes. Other electives are offered in the humanities and physical education.

HISTORY AND ENGLISH/LANGUAGE ARTS: Readings and Topics by Graduation Cohort

Class of 2026

	2019-20 6th Grade	2020-21 7th Grade	2021-22 8th Grade	2022-23 9th Grade	2023-24 10th Grade	2024-25 11th Grade	2025-26 12th Grade
History		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	World History: Reformation to Present Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Robinson Crusoe, Get Smart* (Grammar)	*Iliad, Odyssey, Aeneid*	*Scarlet Letter, Huck Finn, The Great Gatsby, Billy Budd,* "The Snows of Kilimanjaro," "Barn Burning," "Bernice Bobs Her Hair," "Self Reliance"	*Beowulf, Canterbury Tales, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2027

	2020-21 6th Grade	2021-22 7th Grade	2022-23 8th Grade	2023-24 9th Grade	2024-25 10th Grade	2025-26 11th Grade	2026-27 12th Grade
History		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	World History: Reformation to Present Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Well-Ordered Language* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Great Gatsby, Billy Budd,* "The Snows of Kilimanjaro," "Barn Burning," "Bernice Bobs Her Hair," "Self Reliance"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Macbeth, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2028

	2021-22 6th Grade	2022-23 7th Grade	2023-24 8th Grade	2024-25 9th Grade	2025-26 10th Grade	2026-27 11th Grade	2027-28 12th Grade
History		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	World History: Reformation to Present Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Get Smar*t (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2029

	2022-23 6th Grade	2023-24 7th Grade	2024-25 8th Grade	2025-26 9th Grade	2026-27 10th Grade	2027-28 11th Grade	2028-29 12th Grade
History		Exploration to Westward Expansion, Civics	Antebellum to World War 2	Review of Ancient world, 500 AD to Reformation	Cold War to War on Terror, US History EOC Review	Government and Economics	Modern World History: 1500-1919 Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Get Smart* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Macbeth, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2030

	2023-24 6th Grade	2024-25 7th Grade	2025-26 8th Grade	2026-27 9th Grade	2027-28 10th Grade	2028-29 11th Grade	2029-30 12th Grade
History		Exploration to Westward Expansion, Civics	Antebellum to World War 2	Review of Ancient world, 500 AD to Reformation	Cold War to War on Terror, US History EOC Review	Government and Economics	Modern World History: 1500-1919 Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Get Smart* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Stay Smart* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

Class of 2031

	2024-25 6th Grade	2025-26 7th Grade	2026-27 8th Grade	2027-28 9th Grade	2028-29 10th Grade	2029-30 11th Grade	2030-31 12th Grade
History		Exploration to Westward Expansion, Civics	Antebellum to World War 2	Review of Ancient world, 500 AD to Reformation	Cold War to War on Terror, US History EOC Review	Government and Economics	Modern World History: 1500-1919 Philosophy and Senior Thesis
ELA	*Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths Well-Ordered Language* (Grammar)	*Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Get Smart* (Grammar)	*To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Frankenstein, Stay Smart* (Grammar)	*Iliad, Odyssey, Aeneid, The Oedipus Cycle, Julius Caesar*	*Scarlet Letter, Huck Finn, The Crucible, The Old Man and the Sea,* "A Good Man is Hard to Find"	*Beowulf, Canterbury Tales, Dante's Inferno, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice*	*1984, Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis*

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HIGH SCHOOL CURRICULUM
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World Languages
Physical and Health Education
Research and Critical Thinking Skills
Performing and Fine Arts

NOTE: Portions of this handbook may be subject to change due to any future Florida legislative and/or Brevard County School Board action.

OFFICE OF SCHOLAR SERVICES

School counselors and other professional staff from the Office of Scholar Services play a significant role in creating a positive climate. They provide assistance to scholars in developing their academic skills, broadening their educational experiences, and overcoming challenges that could interfere with their academic development. Some of the areas of responsibility of the Office of Scholar Services are as follows:

- Attendance
- Child abuse and neglect prevention services
- Dropout prevention
- Foreign exchange programs
- Health services for Homeless/children in transition
- Home education
- English for Speakers of Other Languages (ESOL)
- Missing children
- Social Emotional Supports
- Safe schools program scholar records
- School counseling
- Scholar-parent program
- Vision and hearing screening

JUNIOR HIGH

Program of Study

Scholars should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This booklet is designed to assist scholars and parents in meeting those requirements. As always, please consult your counselor and teachers for additional information concerning course content and selection.

Selection of Courses

All Brevard County secondary scholars must attend a regularly scheduled instructional day.

Junior High Course Selection

Middle school scholars in grades 7-8 must select the following subjects areas each school year:

- Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Electives

All scholars are required to enroll in a full course load.

Promotion from 6th to 7th and 7th to 8th Grade

Students must have completed the following:

- ❖ Receive a yearly passing grade in four (4) major academic subjects (Language Arts, Mathematics, Science, and Social Studies)
- ❖ Attendance- in compliance with School Board Policy 5200.

Promotion to High School (Grade 9)

Starting with 6th grade, a scholar must successfully complete the following:

- ❖ Three middle grades or higher courses in English Language Arts (ELA)
- ❖ Three middle grades or higher courses in mathematics
- ❖ Three middle grades or higher courses in social studies (one of these courses must be a civics course)
- ❖ Three middle grades or higher courses in science
- ❖ One Career and Education Planning course

In addition, scholars must meet the district attendance requirements.

Junior High Grading

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares scholars for high school and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. The immediate educational purpose of homework is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each child to read, or be read to, at least three times a week and preferably every day. Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation

within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature. The expected homework time allotment for each grade is as follows:

- Grade 7 - 70 minutes plus reading time
- Grade 8 - 80 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to provide assignments well in advance, and scholars will be encouraged to work steadily on those longer assignments, so that they can manage their homework alongside other activities and adequate sleep.

In the Jr./Sr. High School, weekends and breaks will, for the purposes of homework, be considered one day rather than two or more. For poor or incomplete work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

Grading Scale

Pineapple Cove Classical Academy uses a 4.0 grading scale. The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100= A
80 - 89 = B
70 - 79 = C
60 - 69 = D
0 - 59 = F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade, and divides by five. The teacher may use either numerical averages or letter grades, with the following values assigned: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points.

Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

- Tests 40%
- Quizzes 30%
- Classwork 20%
- Homework 10%

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

Semester Examinations

Semester examinations shall be required for most junior high school courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated. In calculating the semester average (for 7th and 8th grades), each nine-week mark shall count as 40% of the semester grade and the Semester Exam will count as 20%. In calculating the final yearly average, the average of both semester grades will be taken. First semester exams must be completed by the last day of the first semester, and second semester final exams must be completed by the last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

Course Exceptions to the Above Grading Criteria:
End of Course Exams (EOC) are required for Civics, Algebra 1, and Geometry. Final Course Grade for EOC courses will be calculated and determined as follows: 1st Semester Average = 35%; 2nd Semester Average= 35%; EOC Exam = 30%

Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.

Late Assignments/Absences

Late work will be accepted with the following penalties: Submission one day after the due date will result in a 15% reduction of the score earned (e.g. A score of 80% will be reduced to 65%). Work turned in two days late will result in a 50% reduction of the score earned (e.g. A score of 80% will be reduced to 30%). Work turned in three days late or more will receive no credit. Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence. If a scholar receives a failing grade for attendance (absences exceed 9 unexcused days per semester), all grades above 60% will be lowered to 59% and the scholar will receive an "FA" for the course(s) exceeding 9 absences. Grades below 59% will be recorded as earned.

Grade Forgiveness

Grade forgiveness policies shall be made for a scholar in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F". In such a case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course.

Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.

Tutoring

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction is offered by subject for Jr./Sr. high school scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

Teacher Conferences

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

Academic Textbooks and Supplies

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

Reporting

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress: Soon after the beginning of the year, teachers will provide an interim report of the scholars' progress through FOCUS. FOCUS will be used to track scholar progress. Parents should monitor scholar progress.

Interim reports are posted in FOCUS halfway through each quarter to all scholars. Report Cards are posted to FOCUS at the end of each quarter. Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.

Schedule Changes

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by the Principal.

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is a scholar's own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and

constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply paraphrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed. The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question. The teacher will discuss the matter with the scholar. The teacher will issue a disciplinary referral if plagiarism or cheating has occurred. Either the teacher or the Principal will inform the scholar's parent of plagiarism or cheating. The scholar will receive a grade of zero on the assignment if it is the first offense. Instances of plagiarism or cheating may be placed in the scholar's permanent record.

Junior High Athletic Eligibility

FOR 7TH GRADERS: 7th graders who are regularly promoted from the 6th grade are eligible to participate during the first semester of 7th grade based on their second semester 6th grade GPA. Any 7th grader who has a 2.5 or higher GPA from the first semester of 7th grade will be eligible for athletic competition during the second semester of 7th grade.

FOR 8TH GRADERS: 8th graders are eligible to participate during the first semester of 8th grade based on their second semester 7th grade GPA. Any 8th grader who has a 2.5 or higher GPA from the first semester of 8th grade will be eligible for athletic competition during the second semester of 8th grade.

High School Credit

Scholars have the opportunity to take high school credit starting in 7th grade. The following courses may be taken in middle school and receive high school credit:

- Latin 1
- Algebra 1(Honors)
- Geometry (Honors) (requires successful completion and credit earned in Algebra)
- Career Research and Decision Making

Please see the High School Curriculum portion of this guide for information about these courses.

JUNIOR HIGH CURRICULUM

Honors/Advanced courses offer scaffolded learning opportunities for scholars to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic

setting. Scholars are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

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

Language Arts

M/J Language Arts 2 Advanced
1001050
1.0 credit
The purpose of this course is to provide grade 7 scholars, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts 3 Advanced
1001080
1.0 credit
The purpose of this course is to provide grade 8 scholars, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Mathematics

M/J Grade 7 Mathematics
1205040
1.0 credit
In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.

M/J Accelerated Math Grade 7

1205050
1.0 credit
In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

M/J Grade 8 Pre-Algebra
1205070
1.0 credit
Includes formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Science

M/J Comprehensive Science 2 Advanced
2002080
1.0 credit
Includes problem-solving, measurement, safety procedures, earth systems, genetics, energy transfers within systems, interactions of science with technology and society, limiting factors in ecosystems, inheritance patterns, trophic levels, and the relationship between temperature and molecular kinetic energy. Scholars will design and conduct scientific investigations demonstrating skill and knowledge in a variety of scientific areas.

M/J Comprehensive Science 3 Advanced
2002110
1.0 credit
Includes problem-solving, measurement, safety procedures, electromagnetic energy, space science, comparative astronomy, carbon cycle, structure and organization of matter, interactions of science with technology and society, photosynthesis, cellular respiration and atomic theory. The scholars will design and conduct scientific investigations demonstrating skills and knowledge in a variety of scientific areas.

Social Studies/History

M/J Civics Advanced
2106020
1.0 credit
The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War provides the framework for this civics education. The course is embedded with strong geographic and economic components to support civic education instruction.

M/J U.S. History Advanced
2100020
1.0 credit
Primary content emphasis for this course pertains to the study of American history and world History from the end of the 19th century, through the achievements, failures, and advancements of the 20th century into the 21st century. Scholars will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that scholars can clearly see the relationship between cause and effect in historical events, scholars should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

M/J United States History Advanced & Career Planning
2100025
1.0 credit
Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms.

World Languages

M/J Beginning Latin
0706000
1.0 credit
M/J Latin Beginning introduces scholars to the target language and its culture. scholars will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

Research and Critical Thinking

M/J Grade 7 Digital Discoveries
0200022
0.5 credit
Digital 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.

M/J Grade 8 Digital Discoveries
0200023
0.5 credit
Digital 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.

M/J Computer Science Discoveries 1
0200010
0.5 credit
Computer Science Discoveries 1 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.

M/J Career Research and Decision Making
1700060
0.50 credit
The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies

appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite. The content should include, but not be limited to, the following: self-awareness to include interests, values, skills, learning styles, etc.; goal-setting and decision-making processes; exploring careers/career clusters and educational requirements; postsecondary education and training opportunities; workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.; and career and education planning.

M/J Critical Thinking
1700100
1.0 credit
The purpose of this course is to enable scholars to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. The content should include, but not be limited to, the following: strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, critical-thinking operations, processes, and enabling skills, problem-solving skills and strategies, strategies for linking new information with prior knowledge.

Learning Strategies
7863090
1.0 credit
Enables scholars with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

NOTE: Can be taken multiple times for credit.

Physical Education

M/J Team Sports Grade 7
1508020
0.50 credit
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

M/J Extreme/ Alternative Sports Grade 8
1508040
0.50 credit
The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Visual and Performing Arts

M/J Visual Art 1
0101100
0.50 credits
Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2-D and 3-D media, skills, and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities, and employ the use of the elements of art throughout the production process.

M/J Visual Art 2
0101110
0.50 credits
Scholars investigate contemporary and historical art themes using 2D and 3D media, skills, and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Scholars create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Scholars interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

M/J Basic Music Theory
1300025
0.50 credits
In this introductory theory course, students develop fluency in reading and writing music, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

M/J Understanding Music
1300030
0.50 credit
Scholars engage in an exploratory study of music through the examination of significant composers and their compositions across selected musical eras and/or genres. Scholars will also learn about modern and historical instruments, and gain a rudimentary understanding of the elements of music in order to develop strategies for listening to and appreciating musical works. Scholars may be expected to attend one or more performances outside of the school day to support and extend learning in the classroom.

M/J Chorus 1

1303000
1.00 credit
Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time.

M/J Chorus 2
1303010
1.00 credit
Students build on previous choral experience to expand vocal, technical, musical and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Admission is by teacher approval.

HIGH SCHOOL

Program of Study
Scholars should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This guide is designed to assist scholars and parents in meeting those requirements. As always, please consult your counselor and teachers for additional information concerning course content and selection.

Selection of Courses
Pineapple Cove Classical Academy scholars must attend a regularly scheduled instructional day.

High School Promotion Requirements

9th Grade to 10th Grade
- Enrollment - Been enrolled one (1) year in the 9-12 sequence;
- Credits - Earn at least five (5) credits (block schools – six (6) credits);
- Attendance- in compliance with with School Board Policy 5200.

10 Grade to 11th Grade
- Enrollment - Been enrolled two (2) years in the 9-12 sequence;
- Credits - Earn at least eleven (11) credits;
- Earn two (2) credits in language arts;
- Earn two (2) credits in mathematics;
- Attendance- in compliance with with School Board Policy 5200.

11th Grade to 12th Grade
- Enrollment - Been enrolled three (3) years in the 9-12 sequence;
- Credits - Earn at least eighteen (18) credits;
- Earn three (3) credits in language arts;
- Earn three (3) credits in mathematics;

- Attendance- in compliance with with School Board Policy 5200.

Promotion Notes

- Must meet all End of Course Assessments and statewide, standardized assessment requirements by graduation per Florida Statute.
- To be classified as a freshman (9th grade), a scholar must have been promoted from grade eight (8).
- Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to scholars who are in a planned acceleration program. (Early High School Graduation option). (s.1003.4281 F.S.) The term "early graduation" means graduation from high school in less than eight (8) semesters or the equivalent. Please see Administration for more information.
- For data entry purposes regarding the graduation date - the final transcript should reflect a graduation date of one school day following the completion of the graduation requirements.

Graduation Requirements

Graduation is the completion of all requirements to receive a high school diploma. A district school board must adopt rules for admitting, classifying, promoting, and graduating scholars to and from various schools of the district. Additionally, a school board may adopt courses of study for use in the schools of the district.

To be awarded a high school diploma, a scholar must have completed the following:

- Completed all credit requirements as defined by: Brevard Public Schools twenty-six (26)-Credit Graduation Option
- Met the district attendance- in compliance with with School Board Policy 5200 and be enrolled at the graduation school for at least the last semester;
- Passed the required state assessments, if applicable, in order to qualify for a standard diploma (10th Grade statewide, standardized Reading, and Algebra 1 EOC Assessment);
- Demonstrated satisfactory mastery of the scholar Performance Standards in ELA (Reading), writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines;
- A minimum cumulative unweighted grade point average of 2.0 based on a 4.0 scale (s. 1003.4282(6)(a) F.S.). The required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. (s.1003.4282(6) F.S.);
- Received the principal's approval for graduation.

Below provides a chart that lists the specific graduation requirements for scholars currently in high school. In addition to the Standard High School Diploma, scholars have the option to earn a Scholar Designation and/or a Merit Designation.

Subject Area	Patriot Core Track	Patriot Scholar Track

English/ Language Arts	4.0 Credits ● Classical Literature (1.0), British Literature (1.0), American Literature (1.0), Modern Literature (1.0)	4.0 Credits ● Classical Literature (1.0), British Literature (1.0), American Literature (1.0), Modern Literature (1.0)
Math	4.0 Credits ● Must include a minimum of Algebra 1, Geometry, and Algebra 2	4.0 Credits ● Must include a minimum of Algebra 1, Geometry, Algebra 2, and AP Precalculus
Science	3.0 Credits ● Must include a minimum of 3.0 credits with a laboratory component (Must include Biology, then 2 additional EQ)	3.0 Credits ● Must include 3.0 credits of Biology, Chemistry, and an Equally Rigorous Science required
History	4.0 Credits ● Must include World History (1.0), US History (1.0), American Government (0.5), Economics (0.5), and Visions and Countervisions: Europe, the U.S. and the World from 1848 (1.0)	4.0 Credits ● Must include World History (1.0), US History (1.0), American Government (0.5), Economics (0.5), and Visions and Countervisions: Europe, the U.S. and the World from 1848 (1.0)
World Language	3.0 Credits ● Must include a minimum of two credits in Latin and 1 year of another language	3.0 Credits ● Must include a minimum of three credits of the same Foreign Language, 2 credits must be in Latin
Fine Arts	1.0 Credit	1.0 Credit
HOPE/PE	1.0 Credit	1.0 Credit
Required Electives	1.0 Credit ● Moral Philosophy: Philosophy Honors (0.5) ● Senior Thesis: Semantics and Logic Honors (0.5) ● Personal Finance & Money Mgmt(0.5) - required for Class of 2027 and beyond	1.0 Credit ● Moral Philosophy: Philosophy Honors (0.5) ● Senior Thesis: Semantics and Logic Honors (0.5) ● Personal Finance & Money Mgmt(0.5) - required for Class of 2027 and beyond
Electives	6.0 Credits	6.0 Credits
Grade Point Average: Scholars must graduate with a 2.0 on a 4.0 scale.		
Notes:	1. Scholars must achieve a proficient score on statewide, standardized Grade 10 ELA assessment or earn concordant standardized tests. 2. End of Course assessments are required for Algebra 1, Geometry, Biology, and US History. These EOC assessments count at 30% of the final grade. These must be passed for course credit.	1. Scholars must achieve a proficient score on statewide, standardized Grade 10 ELA assessment or earn concordant standardized tests. 2. End of Course assessments are required for Algebra 1, Geometry, Biology, and US History. These EOC assessments count at 30% of the final grade. These must be passed for course credit.

Example of Course Sequencing

Year	Patriot Core Track	Patriot Scholar Track

9th Grade	1. #English 1 2. #Algebra 1 3. #Biology 4. #World History 5. #World Language 6. HOPE/Elective 7. Elective	1. #English 1 2. #Algebra 1 or #Geometry 3. #Biology 4. #World History 5. #World Language 6. HOPE/ Elective 7. Elective
10th Grade	1. #English 2 2. #Geometry 3. #Physical Science 4. #US History 5. #World Language/Elective 6. Elective 7. Elective	1. #English 2 2. #Geometry or #*Algebra 2 3. #Physical Science or #*Chemistry 4. #World History 5. #World Language/ Elective 6. Elective 7. Elective
11th Grade	1. #English 3 2. #*Algebra 2 or Math for College Liberal Arts 3. #*Chemistry or Science EQ 4. #Economics and US Government 5. #World Language/Elective 6. Elective/DE 7. Elective/DE	1. #English 3 or AP Language 2. #*Algebra 2 or AP Pre-Calculus 3. #*Chemistry or #Physics 4. #Economics and US Government 5. #World Language/Elective 6. Elective/DE 7. Elective/DE
12th Grade	1. #English 4 2. #Algebra 2 or Math for College Liberal Arts 3. #Chemistry or +Science EQ or DE 4. Philosophy and Senior Thesis 5. Visions and Countervisions 6. #World Language/Elective/DE 7. Elective/DE	1. #English 4 or AP Literature 2. AP Pre-Calculus or +Advanced Math Option or DE 3. #Physics or EQ Science or DE 4. Philosophy and Senior Thesis 5. Visions and Countervisions 6. #World Language/Elective/DE 7. Elective/DE
*Algebra 2 is a co-requisite for Chemistry +Science EQ-Physical Science, AP Chemistry, AP Biology, or Anatomy Honors #Honors Option		

Scholar Designations

Scholar Diploma Designation

Scholars who meet the following requirements will receive a Scholar Diploma Distinction. This is a special recognition signified on a scholar's diploma.

- Pass the Geometry EOC.
- Earn 1 credit in Algebra 2.
- Earn 1 credit in Statistics or an equally rigorous mathematics course.
- Pass the Biology 1 EOC.
- Earn 1 credit in Chemistry or Physics.
- Earn 1 credit in a course equally rigorous to Chemistry or Physics (any EQ Science course).
- Pass the U.S. History EOC.
- Earn 2 credits in the same World Language.
- Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course.

Florida Seal of Biliteracy Diploma Designation

To encourage study of foreign language and attain biliteracy, scholars who meet the following requirements will receive the Florida Seal of Biliteracy Designation. This is a special recognition signified on a scholar's diploma.

Florida Seal of Biliteracy Silver Seal

- Earned 4 world language course credits in the same language with a cumulative 3.0 GPA or higher.
- Score a 3 on the 10th grade ELA FSA.
- Score a 3 or higher on AP World Language test score.

Florida Seal of Biliteracy Gold Seal

- Earn a 4 world language course credits in the same language with a cumulative 3.0 GPA or higher.
- Score a 4 or 5 on the 10th grade ELA FSA.
- Score a 4 or higher on AP World Language test score.

ACCESS Point Pathway Diploma

The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for scholars with disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the scholar's skills and instruction in the Access Points is the most appropriate means of providing the scholar access to the general curriculum. For specific requirements, please refer to the "Standard Diploma- Access Point Pathway" chart below or contact the Administration.

Subject Area	Requirements
English Language Arts	4.0 Credits • Access English I, II, III, IV • Proficient score on 10th grade ELA alternate assessment - Results may be waived when mastery of standards is documented through a portfolio

Math	4.0 Credits ● Access Algebra 1 ● Access Geometry ● two other math course ● Proficient score on the Access Algebra assessment - Results may be waived when mastery of standards is documented through a portfolio ● Must take Geometry alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Science	3.0 Credits ● Access Biology ● Two other equally rigorous science courses ● Must take Biology alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
History	3.0 Credits ● Access World History, Access U.S. History, Access U.S. Government, and Access Economics ● Must take U.S. History alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Performing Fine Arts	1.0 Credit ● fine or performing arts, speech and debate, or career and technical education
HOPE/PE	1.0 Credit
Required Electives	1.0 Credit ● Moral Philosophy (0.5) ● Senior Thesis (0.5) ● Personal Finance & Money Mgmt(0.5) - required for Class of 2027 and beyond ● 1 credit must be in Self-Determination, Transition Planning, or other career planning course
Electives	5.0 Credits
Grade Point Average: Scholars must graduate with a 2.0 on a 4.0 scale.	

Notes:
Assessments: Proficiency on the Florida Standards Alternate Assessments for grade 10 English Language Arts and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with s. 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.

Portfolios: For those scholars whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the scholar has taken, grades received, scholar work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Certificate of Completion: Will be awarded to scholars who earn the required 24 credits but fail to pass the assessments under s. 1008.22, F.S., (unless result waiver granted) and/or achieve a 2.0 GPA.

High School Grading

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares scholars for high school and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework's immediate educational purpose is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each teen to read, or be read to, at least three times a week and preferably every day. Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature. The expected homework time allotment for high school is as follows:

- Grades 9-12 - 100 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to give assignments well enough in advance, and scholars will be encouraged to work on those longer assignments steadily, so that scholars are able to manage their homework along with other activities and adequate sleep.

Weekends and breaks will, for the purposes of homework, be considered one day rather than two or more. For poor or incomplete work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

Grading Scale

Pineapple Cove Classical Academy uses a 4.0 grading scale. The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100= A
80 - 89 = B
70 - 79 = C
60 - 69 = D
0 - 59 = F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade and divides by five. The teacher may use either numerical averages or letter grades with the following values assigned: A = 4 points, B = 3 points , C = 2 points, D = 1 point, F = 0 points.

Individual Class Progress

Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

- Tests 40%
- Quizzes 30%
- Classwork 20%
- Homework 10%

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

Semester Examinations

Semester examinations shall be required for most high school courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated. In calculating the semester average (for 9th through 12th grades), each nine-week mark shall count as 40% of the semester grade and the Semester Exam will count as 20%. Credit for high school courses is awarded by semester for all course that do not have an End of Course Exam (EOC). First semester exams must be completed by the last day of the first semester, and second semester final exams must be completed by the last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

End of Course Exams (EOC) are required for Algebra 1, Geometry, Biology, and U.S. History. Final Course Grade for EOC courses will be calculated and determined as follows: 1st Semester Average = 35%; 2nd Semester Average= 35%; EOC Exam = 30%.

In addition, scholars enrolled in the U.S. Government course will participate in the Florida Civics Literacy Exam. This exam does not count in the student's grade for the course, but a passing score can exempt them from the postsecondary civics literacy requirement in Florida colleges and universities.

Elective teachers (anyone who teaches a course or courses other than Math, English, Science, History, or Foreign Language) will not give traditional midterms or finals. Instead, they will give a culminating project or assessment that will count as the student's midterm or final. Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.

Late Assignments/Absences

Late work will be accepted with the following penalties: Submission one day after the due date will result in a 10% reduction of the score earned. (e.g. A score of 80% will be reduced to 70%). Work turned in two days late will result in a 50% reduction of the score earned. Work turned in three days late or more will receive no credit. Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence. If a scholar receives a failing grade for attendance (absences exceed the 9 days per semester), all grades above 60% will be lowered to 59% and the scholar will receive an "FA" for the course(s) exceeding 9 absences. Grades below 59% will be recorded as earned.

Grade Forgiveness

High School Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course.

Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.

Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F", with a grade of "C" or higher, earned subsequently in the same, comparable, or another course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the scholar's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (s.1003.4282(5) F.S.)

Explanatory Note: Rule 6A-1.0955(3), F.A.C. requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. scholar records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the scholar. All courses and grades must be included on the scholar's transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a scholar's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting scholars in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum

requirements. The school board does not have the authority to purge that scholar's record to delete the first grade. All forgiven courses and grades must be included on a scholar's transcript as an accurate reflection of the scholar's record of achievement.

Tutoring

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction is offered by subject for Jr./Sr. high school scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

Teacher Conferences

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

Academic Textbooks and Supplies

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

Reporting

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress: Soon after the beginning of the year, teachers will provide an interim report of the scholars' progress through FOCUS. FOCUS will be used to track scholar progress. Parents should monitor scholar progress.

Interim reports are posted in FOCUS halfway through each quarter to all scholars. Report Cards are also posted in FOCUS. Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.

Schedule Changes

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by the Principal.

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is a scholar's own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and

constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. The use of Artificial Intelligence (AI) programs in any capacity is considered plagiarism. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply paraphrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed. The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question. The teacher will discuss the matter with the scholar. The teacher will issue a disciplinary referral if plagiarism or cheating has occurred. Either the teacher or the Principal will inform the scholar's parent of the plagiarism or cheating. The scholar will receive a grade of zero on the assignment if it is the first offense. Instances of plagiarism or cheating may be placed in the scholar's permanent record.

Grade Point Average

Unweighted GPA

The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the Grade Forgiveness Policy.

Grade	Grade Points
A	4
B	3
C	2
D	1
F	0

Weighted GPA

The cumulative weighted grade point average includes additional weight for Dual Enrollment, Advanced Placement (AP), as well as Level III (Advanced) high school courses.

Grade	Other Courses	Honors Courses	Dual Enrollment /AP Courses

A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.0	1
F	0	0	0

Class Ranking

Class Ranking (also known as rank-in-class) shall be for the purpose of college admissions and scholarship applications. The release of such individual scholar information shall be in accordance with School Board Policy 8330. Rank-in-class shall be computed on a cumulative unweighted GPA. State universities in Florida recalculate a scholar's grade point average for admissions purposes in accordance with Florida statute and rule.

Upon a scholar or parent request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.

Honors Graduates

Any scholar with a minimum of a 3.50 cumulative weighted GPA at the end of the first semester during the year prior to graduation shall be declared an honor graduate provided that the scholar maintains a comparable level of performance during the second semester. All high school course grades earned in grades 7-12 are to be included in the grade point average for the determining honor graduates with the following exceptions:

a. Adult education
b. Pass/fail grades (transfer scholars)
c. On-the-job
d. Lowest grade for a course that is repeated

The cumulative weighted grade point average as indicated in the chart above shall be utilized in computing the grade point average.

Valedictorian and Salutatorian

The cumulative weighted grade point averages of seniors are ranked at the end of the first semester of the student's senior year. The top senior becomes Valedictorian and the second senior becomes Salutatorian. In order to be Valedictorian or Salutatorian, a student must have been in attendance at Pineapple Cove Classical Academy for the two years prior to graduation and the entire first semester of their senior year. In addition, they must have earned all credits required for graduation by the end of the regular school year, not counting summer school or unfinished virtual classes.

Accelerated Programs

Advanced Placement (AP)

Advanced Placement (AP) is the enrollment of an eligible secondary scholar in a course offered through the Advanced Placement Program administered by the College Board. Course descriptions and course examinations are prepared by the College Board. Examinations are administered at high school sites in May of each year at a fee established by the College Board.

Scholars who successfully complete the course work in an Advanced Placement class receive credit toward high school graduation. Postsecondary credit for an AP course shall be awarded at Florida public colleges/universities to scholars who score a minimum of three (3) on a 5-point scale on the corresponding AP exam. Although most colleges and universities grant advanced placement and/or credit to scholars presenting AP Examination grades of three (3) or higher, policies on awarding college credit are the decision of the individual institution. All scholars enrolled in an AP course are required to take the AP Exam. Scholars shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the scholar achieves a passing score on the examination. (s. 1007.27(5) F.S.)

The following AP classes are offered based on the scholar interest and enrollment:

- AP English Language and Composition
- AP English Literature
- AP Biology
- AP Chemistry
- AP Latin
- AP US History
- AP Pre-calculus
- AP Calculus AB

Dual Enrollment

The Dual Enrollment Program is an accelerated program that allows eligible public/charter, private and home school secondary scholars to take postsecondary coursework and simultaneously earn high school and college credits. College courses are offered at Eastern Florida State College campuses/centers, including the Eastern Florida State College Online Campus.

It is not the intent of the dual enrollment program to replace the important tenets of a classical high school curriculum; instead, college coursework is intended to enrich and supplement the high school experience.

The eligibility criteria for dual enrollment is based on the scholar's program of study and

selected dual enrollment option. Scholars pursuing a university-transfer Associate in Arts (A.A.) degree must present college-ready reading and writing scores from the ACT, SAT or PERT. In addition, associate degree-seeking scholars must have an unweighted high school grade point average (GPA) of 3.25 (PCCA minimum requirements may exceed EFSC requirements).

Dual Enrollment Eligibility Requirements

To be eligible for Dual Enrollment a scholar must complete the following:

Test Scores and high school GPA determines what classes can be taken.

- Attend PCCA Information Session to learn more about dual enrollment and eligibility requirements
- Meet with PCCA Academic Advisor to confirm eligibility
- Attend an EFSC Dual Enrollment orientation program. The EFSC orientation schedule is available in Guidance and on the EFSC website.
- Meet all requirements of college level test scores: SAT, ACT or PERT.
- Complete EFSC application online and submit to EFSC admission offices.
- Request an official Pineapple transcript be sent to EFSC.
- Meet PCCA requirements (see below).

Pineapple Cove Classical Academy recognizes scholar and parent interest in achieving college credit during high school. The school's mission is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. In keeping with this mission, dual enrollment courses shall not replace or supersede coursework deemed necessary to the completion of a classical curriculum pertinent to achieving these goals. Scholars must be on track to meet promotion and graduation requirements as per the Board scholar Progression Plan.

As such, PCCA may institute requirements for entry and continued enrollment in dual enrollment coursework higher than requirements put forth by Eastern Florida State College or Brevard Public Schools. Additionally, PCCA may require participation in specific courses deemed necessary for a classical education. These additional requirements include:

- Completion of all four years of English courses at PCCA. ENC 1101 or ENC 1102 may not be completed at the college for high school elective credit.
- Completion of Latin 1 and 2 at PCCA. Additional foreign languages needed for high school graduation may be taken at EFSC.
- Scholars may take MAC 1105 (College Algebra) or MGF 1106/1107 (Liberal Arts Math) as the beginning math course. PCCA will not permit scholars to take MAT 1033 (Intermediate Algebra) as it does not meet high school mathematics requirements.
- PCCA will not approve courses that duplicate credit earned through AP coursework.
- Minimum grade point average for EFSC dual enrollment is a 3.25.
- PCCA will only approve courses that may count toward AA degree/transfer coursework.

College-Ready Test Score Requirement

Scholars must submit official college placement scores in reading, writing and mathematics to dual enroll in college credit courses. Approved tests include the ACT, SAT, and PERT. Scores may not be more than 24 months old.

The College must have an official test score report to use your ACT or SAT scores. Scholars should request that the testing agency send their ACT or SAT scores directly to EFSC. Scholars may also go to the SAT or ACT website in the presence of an EFSC staff member and access their score report using their password. The College will copy the report and use your score for official placement.

Continued Dual Enrollment Requirements

Scholar eligibility requirements for continued enrollment in college credit dual enrollment courses must include:

- Scholar continues to be on track to meet promotion and graduation requirements as per the District's scholar Progression Plan.
- Scholar must continuously meet all dual enrollment admission standards for their selected degree or certificate program to maintain eligibility
- Maintenance of a minimum unweighted high school GPA (which includes Dual Enrollment and High School courses) of 3.25,
    - A scholar who fails to meet the above requirements will be ineligible for dual enrollment for a period of one (1) school term.

NOTE:

- Scholars are expected to complete and achieve an overall GPA of 2.0 in college credit dual enrollment coursework taken during a term.
- Brevard Public Schools policy states that a student who earns a college course grade of F or withdraws from a college course will be placed on Dual Enrollment Academic Probation and will remain on probation for the remainder of high school. If the student subsequently earns a college grade F or withdraws from a college course they will be ineligible for dual enrollment for three consecutive college terms. After the term of ineligibility, if the student earns a college course grade of F or withdraws from a college course they will no longer be eligible for dual enrollment.
- PCCA may determine that a scholar may not enroll the next semester in DE classes or be advised to take fewer dual enrollment courses if he/she earns an F or withdraws from a college course.

Distance Learning/Virtual School

Full-time scholars may enroll in courses offered by distance (on-line or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may only be taken through distance learning provided that:

- the administration/guidance approves the course(s) prior to enrollment,
- a comparable course is not offered at PCCA,
- the course content is comparable to the district-adopted course(s), and
- the course or courses are received on an official transcript as defined by the State Uniform Transfer of High School Credits Rule. (s.1003.25(3) F.S.) The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the Superintendent or his designee.
- Virtual school may be used for "grade forgiveness" for 7th or 8th graders who make a C or below, or 9th -12th graders who make a D or below.
- Scholars must follow FLVS/BVS attendance/submission policies. The scholar may be withdrawn (W), withdrawn failing (WF), or withdrawn passing (WP); this may be placed on the scholar's transcript. Current Virtual School policy states they may withdraw a scholar after 14 days of no submission of assignments or no contact with the teacher. Please review individual course requirements.
- ALL EOC courses must be completed by the end of the Brevard County school year.
- Scholars enrolled in EOC courses must take spring EOC exams.

Integrity of Online Courses - 1002.321(5) F.S.

It is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

Bright Futures Scholarship Program

Requirements

(As determined by the postsecondary institution)

- Be evaluated by the Office of Scholar Financial Assistance (OSFA)and determined as meeting the initial eligibility requirements.
- Graduate with a standard high school diploma or its equivalent.
- Be a Florida resident and U.S. citizen or eligible noncitizen.
- Enroll as a degree- or certificate-seeking scholar at a Florida institution in at least 6 non-remedial semester credit hours.
- Complete a Florida Financial Aid Application (FFAA) during their senior year of high school before graduation.

NOTE: The Florida Legislature is authorized to change eligibility and funding requirements. For the most up-to-date eligibility and requirements as well as other scholarships through Bright Futures, please visit https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN or call 1-888-827-2004.

Award Types

Award Name	GPA	Test Scores (Tests must be completed by June 30 of graduation year)	Volunteer Service Hours/ Paid Work Hours/ Combination of Volunteer and Paid Work Hours	Required Academic Courses (Note: Courses listed for FAS and FMS are also the courses needed for admission to State Universities)
FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	3.5 weighted GPA using the 16 credits listed. May include 2 additional academic units to raise GPA (including AP, AICE and IB Fine Arts)	2024-2025 Graduates: SAT 1340 ACT 29 CLT 96 2025-2026 Graduates: SAT 1330 ACT 29 CLT 95	Volunteer 100 or Paid Work 100 or Combination 100 Volunteer Service Hours, Work Hours, or the combination of Volunteer Service and Paid Work Hours must be completed by high school graduation.	❖ 4 English (3 with substantial writing) ❖ 4 Mathematics (Algebra 1 level and above) ❖ 3 Science (two must have substantial laboratory) ❖ 3 Social Studies (World History, US History, US Government, Economics) ❖ 2 Foreign Language (sequential, same language)
MEDALLION SCHOLARS AWARD (FMS)	3.0 weighted GPA using the 16 credits listed. May include 2 additional academic units to raise GPA (including AP, AICE and IB Fine Arts	2024-2025 Graduates: SAT 1210 ACT 25 CLT 84 2025-2026 Graduates: SAT 1190 ACT 24 CLT 82	Volunteer 75 or Paid Work 100 or Combination 100 Volunteer Service Hours, Work Hours, or the combination of Volunteer Service and Paid Work Hours must be completed by high school graduation.	

*Additional information on the Florida Gold Seal Vocational Scholars Award and the Gold Seal CAPE Scholars Award can be found at: https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home.

Benacquisto Scholarship Program

The Benacquisto Scholarship Program is a merit scholarship for high school graduates who receive recognition as a National Merit® Scholar. Eligible scholars will receive an award equal to the institutional cost of attendance for an in-state student minus the sum of Bright Futures and the National Merit® award.

The Florida National Merit Scholar Incentive Program is created to reward a high school graduate who receives recognition as a National Merit Scholar or National Achievement Scholar and who initially enrolls in the 2015-2016 academic year or, later, in a baccalaureate degree program at an eligible Florida public or independent postsecondary educational institution. In order to be eligible for an award under the incentive program, a scholar must::

- Earn a standard Florida high school diploma or its equivalent pursuant to s. 1002.3105 F.S., s. 1003.4281 F.S., s. 1003.4282 F.S., or s. 1003.435 F.S. unless: 31 - The scholar completes a home education program according to s. 1002.41 F.S.; or - The scholar earns a high school diploma from a non-Florida school while living with a parent who is on military or public service assignment out of this state.
- Be a National Merit® Scholar.
- Enroll at an eligible Florida postsecondary institution during the fall academic term following high school graduation.

A National Merit® Finalist becomes a Scholar by receiving:

- a National Merit® $2500 Scholarship,
- a Corporate-sponsored Merit Scholarship®, or
- a College-sponsored Merit Scholarship®.

NOTE: “Special” Corporate Scholarships and “Presidential” awards do not qualify a student for the Benacquisto Scholarship.

A scholar may receive the incentive award for a maximum of 100 percent of the number of credit hours required to complete a baccalaureate degree program, or until completion of a baccalaureate degree program, whichever comes first. (s. 1009.893 F.S).

State Required Testing

PCCA provides testing services to all of its scholars. Upon request, the counselor can make arrangements to have interest inventories, intelligence and/or aptitude tests administered. If there is a problem that requires a special evaluation or test, the services of the school psychologist may be provided with the written permission of the parent.

The Florida Assessment of Student Thinking (FAST) and End-of-Course (EOC) assessments are criterion-referenced tests. These tests assess scholar achievement on the knowledge and skills described in the state curriculum framework called the Benchmarks for Excellent Student Thinking (B.E.S.T.).

- All grade nine (9) and grade ten (10) scholars take the FAST ELA Assessment.

- A passing score on the grade ten (10) FAST ELA is required to graduate (or a concordant score on an approved assessment – see chart below).
- The Algebra 1 End-of-Course (EOC) assessment is required for all scholars enrolled in Algebra 1 or an equivalent course. A passing score on this assessment is required for graduation (or a comparative score on an approved assessment – see chart below). The Algebra 1 EOC will count as 30% of the final course grade.
- The Geometry End-of-Course (EOC) assessment will be required for all scholars enrolled in Geometry or an equivalent course. The Geometry EOC will count as 30% of the final course grade.
- The Biology End-of-Course (EOC) assessment will be required for all scholars enrolled in Biology or an equivalent course. The EOC will count as 30% of the final course grade.
- The U.S. History End-of-Course (EOC) assessment will be required for all scholars enrolled in U.S. History or an equivalent course. The EOC counts as 30% of the final course grade.

Concordant and/or Comparative Scores

ELA	
SAT: *EBRW (Evidence Based Reading and Writing)	480
FAST ELA	Lv. 3 or higher
ACT: English and Reading Subtest (Average)	18
Classic Learning Test (CLT) Verbal Reasoning and Grammar/Writing Subject Test (Sum)	36
ALGEBRA	
PSAT/NMSQT Math	430
SAT: Math	420
ACT: Math	16
Algebra EOC	Lv. 3 or higher
Geometry EOC	Lv. 3 or higher

Florida Standards Alternate Assessment (FSAA)

The FSAA is provided for a small number of scholars with significant cognitive disabilities for whom the IEP team has determined and documented the need for an alternate assessment.

WIDA Access for ELLs (WIDA-Alternate Access for ELLs)

WIDA is administered to all ELL scholars (English Language Learners) to assess language acquisition.

College Admissions Testing

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

In Brevard, the PSAT is administered in the fall to all grade ten (10) grade scholars as a part of Florida's statewide assessment program. The results of this test are used to determine potential for advanced courses (AP, AICE and DE), to give clear-cut feedback about skills needed for college success, and as concordant/comparative scores for graduation.

The PSAT is also available to grade eleven (11) scholars. These scores are used to determine NMSQT semifinalists. It is recommended that college-bound scholars consider taking this test earlier in their high school career to maximize their performance on future college placement tests.

College Entrance and/or Placement Tests

- **SAT**: SAT Reasoning Test is a test that measures the reading, writing and math levels of high school for all grade eleven (11) scholars to take the SAT.
- **SAT II**: Subject tests that are designed to measure knowledge and the ability to apply that knowledge in specific subject areas.
- **ACT**: A curriculum-based test that measures the skills necessary for college coursework in English, mathematics, reading and science reasoning.
- A**dvanced Placement (AP)**: A series of college level subject area tests taken after the completion of AP/IB/AICE coursework in high school.
- **Postsecondary Education Readiness Test (PERT)**: A series of content specific exams in reading, math and writing to determine if scholars are in need of additional remediation prior to beginning college level courses. College Admission

College Admission Testing Calendar

PSAT/NMSQT	October
SAT I and II	October, November, December, January, May, and June
SAT I only	March
ACT	September, October, December, February, April, and June

Post High School Graduation

Scholars interested in continuing their education at a four-year college, a two-year college, at a business, trade, or technical school should begin early in their high school career to formulate their plans. In choosing a postsecondary institution, a scholar should consider the following:

- Type of educational program available
- High school subjects required for admission
- Specific admission tests required
- Length of time needed for completion of program
- Cost of schooling
- Financial aid available
- Housing facilities
- Location, size, and the accrediting agency of the school

Admission to Two or Four Year Colleges and Universities

Admission to college is based upon an evaluation of one's grade point average (GPA), standardized test scores (SAT I or ACT), letters of recommendation, and personal data (which may include a written essay). Colleges usually determine GPA status based on the following core academic courses: English, social studies, world language, laboratory science, and mathematics beginning with Algebra I. Depending on individual college requirements, other courses may be included in determining the GPA. Scholars can best prepare for college and college entrance tests by taking Level 3 or higher courses. Minimum college entrance course recommendations, in grades 9 through 12 are listed:

- 4 years of English (language arts)
- 4 years of math (Algebra 1 and higher)
- 3 years of science
- 3 years of social studies
- 2 years of a world language

College bound scholars who take a program below this recommendation level may find some difficulty achieving satisfactory scores on college admission tests and entrance to selective institutions.

Many colleges and universities require specific academic subjects for entry. Scholars who are interested in continuing their formal education beyond high school should check college catalogs and discuss their plans with their school counselor.

What Colleges Require

The admission requirements vary from college to college. They may include any or all of the following:

- An application fee, usually non-refundable. Many colleges will waive this fee under special circumstances. See your counselor for details.

- An official application form providing information about your background, previous education, and college plans. Many colleges will waive this fee under special circumstances. See your counselor for details.
- An official high school transcript of your courses, final grades and test scores.
- One or more standardized admission tests. The most common tests used are SAT I, SAT II and ACT. Visit www.collegeboard.com and www.act.org for further information on these tests. (Plan to take these tests at least six weeks before the college's application deadline to allow enough time for the score report to reach the college.)
- One or more letters of recommendation from a teacher and/or school counselor. Generally, colleges are interested in what you have accomplished in high school and what kind of school citizen you are; however, some institutions may also accept recommendations from a member of the clergy, alumnus, or adult member of the community. As a courtesy, you should give your recommenders ample time to complete the recommendations prior to the college deadline.
- A personal essay or autobiographical statement is required by some institutions, particularly four year private colleges. This is your chance to express your individuality in a way that will set you apart from other applicants.
- An interview with a college admissions officer is in your best interest. This is your chance to personally express your background, your interests and goals and why you are interested in the college. It is also a time for you to ask questions for more information needed about a college in order to make an informed decision.

High School Athletic Eligibility

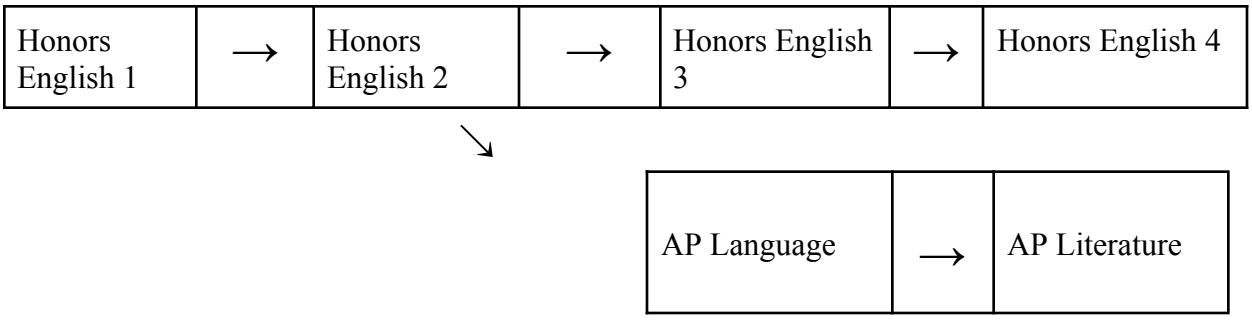
In order to participate on an interscholastic athletic team, each prospective athlete must:

- ❖ Be regularly enrolled and in regular attendance.
- ❖ Document his/her initial eligibility with a birth certificate.
- ❖ Be less than 19 years, 9 months old through the entire season of the sport in which he/she participates.
- ❖ Meet all scholastic requirements as follows:
  - a. Must have a cumulative 2.5 GPA based on all courses taken, and
  - b. Must not have entered 10th grade more than three years ago.
- ❖ Complete FHSAA required documents and meet all FHSAA eligibility requirements.

Course Sequence

English Language Arts

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
↓		↓		↓		↓
English 1	→	English 2	→	English 3	→	English 4



NOTE: Four English Language Arts credits required for graduation.

Mathematics

This chart is used to indicate a common sequence for high school mathematics. It is not a system for tracking. For example, a student who begins the sequence with Algebra 1 could take Geometry Honors the following year, based on performance and teacher recommendation. Jr./Sr. Level Course options vary.

In addition to the Honors and AP Advanced Math classes listed below, there are Dual Enrollment options. Please speak to your school counselor.

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Accelerated Math Grade 7	Algebra 1 Honors	Geometry Honors	Algebra 2 Honors	AP Pre-Calculus	AP Calculus AB DE College Math Course
Accelerated Math Grade 7	#Algebra 1	#Geometry	#Algebra 2	Math for College Liberal Arts	AP Pre-Calculus DE College Math Course
Grade 7 Math	Grade 8 PreAlgebra	#Algebra 1	#Geometry	#Algebra 2 Math for College Liberal Arts	Math for College Liberal Arts #Algebra 2

Science

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
Biology (Regular or Honors)	→	Chemistry (Regular or Honors)	→	Physics (Regular or Honors strongly recommended) OR EQ Science Course	→	EQ or Non EQ Science Course
Biology (Regular or Honors)	→	Physical Science (Regular or Honors)	→	Chemistry (Regular or Honors)	→	EQ or Non EQ Science Course

EQ Science Courses (Required for 3rd Science)**PCCA will typically offer Physics and 1 additional EQ Science a year.	PCCA NON EQ Science Courses (Can be used for 4th Science or elective)
● AP Courses ● #Anatomy and Physiology ● #Chemistry ● #Astronomy Solar/Galactic ● #Environmental Science ● #Physical Science ● #Physics # Honors available	● Astronomy Solar/Galactic (non honors) ● Forensic Science 1 or Forensic Science 2 ● Marine Science 1 or #Marine Science 2

Math and Science Recommended Co-Requisites

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
Honors Biology Honors Geometry	→	Honors Chemistry Honors Algebra 2	→	Honors Physics AP Pre-Calculus	→	Dual Enrollment Science or EQ Science or elective AP Calculus or DE Math
Biology Geometry	→	Chemistry Algebra 2	→	Physical Science Math for College	→	Physics or Dual Enrollment Science or EQ Science or elective

				Liberal Arts		AP Pre-Calculus or DE Math
Biology (Regular or Honors) Algebra 1 (Regular or Honors)	→	Physical Science (Regular or Honors) Geometry (Regular or Honors)	→	Chemistry (Regular or Honors) Algebra 2 (Regular or Honors)	→	Physics or (Regular or Honors) EQ Science or elective Honors PreCalculus or Math for College Algebra

Notes:
- **Algebra 2 a co-requisite for Chemistry**
- **Typically, Algebra 2 (regular) will not proceed AP Pre-Calculus**

Social Studies/History

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
World History Honors World History	→	US History Honors US History AP US History Course	→	US Government and Economics Honors US Government and Economics	→	Philosophy Honors and Semantics and Logic Honors And Visions and Countervisions

NOTE: Three of the four social studies credits required for graduation must include one credit each in World History, US History, and US Government/Economics. PCCA requires Visions and Countervisions, Semantics and Logic Honors, and Philosophy Honors for graduation.

HIGH SCHOOL CURRICULUM

Language Arts

English 1
1001310
1.0 credit
The purpose of this course is to provide English 1 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn, analysis of literature and informational texts from varied literary periods to examine, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, collaboration amongst peers.

English 1 Honors
1001320
1.0 credit
The purpose of this course is to provide English 1 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine writing for varied purposes, effective listening, speaking; and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

English 2
1001340
1.0 credit
The purpose of this course is to provide grade 10 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing

strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

English 2 Honors
1001340
1.0 credit
The purpose of this course is to provide grade 10 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access English 3
7910130E
1.0 credit
The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine:writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars 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 scholars with significant cognitive disabilities.

English 3
1001370
1.0 credit
The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn: analysis of literature and informational texts from varied literary periods to examine: writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

English 3 Honors
1001380
1.0 credit
The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn: analysis of literature and informational texts from varied literary periods to examine: writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

English 4
1001400
1.0 credit
The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

English 4 Honors
1001410
1.0 credit
The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a

claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access English 4
7910135
1.0 credit
The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars 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 scholars with significant cognitive disabilities.

Advanced Placement English Language
1001420
1.0 credit
AP English Language and Composition equates to an introductory college course in rhetorical analysis and composition. AP English Language and Composition is different from other high school English courses because it focuses on rhetoric. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here scholars think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument. Scholars who take this course are required to take the Advanced Placement examination administered by the College Board. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

Prerequisite: This course is offered to 11th and 12th graders who have completed two years of high school English courses, mastered the skills required for the Honors English classes, maintained a minimum of 85% in prior English classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Advanced Placement English Literature
1001430
1.0 credit
AP English Literature and Composition equates to an introductory literary analysis course in college. AP English Literature challenges scholars to read and interpret a wide range of imaginative works. The course invites scholars to explore a variety of genres and literary periods and to write clearly about the literature they encounter. On a daily basis, it asks them to read critically, think clearly, and write concisely. By the end of the course, scholars will have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.

Prerequisite: This course is offered to 11th and 12th graders who have completed two years of high school English courses, mastered the skills required for the Honors English classes, maintained a minimum of 85% in prior English classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Debate 1
1007330
1.0 credit
This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

Creative Writing 1

1009320
1.0 credit
The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Creative Writing 2
1009330
1.0 credit
The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Mathematics

Algebra 1
1200310
1.0 credit
Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

Algebra 1 Honors
1200320
1.0 credit
Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions. Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Algebra 1
7912075
1.0 credit
Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars 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 scholars with significant cognitive disabilities. This course may be taken for up to two credits.

Geometry
1206310
1.0 credit
This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

Geometry Honors
1206320
1.0 credit
This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Geometry
7912065
1.0 credit

This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars 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 scholars with significant cognitive disabilities. This course may be taken for up to two credits.

Algebra 2
1200330
1.0 credit
Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

Algebra 2 Honors
1200340
1.0 credit
Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Algebra 2
7912095
1.0 credit
Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars 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 scholars with significant cognitive disabilities. This course may be taken for up to two credits.

Financial Algebra
1200387
1.0 credit
Financial Algebra provides a real-life framework to apply upper-level mathematics standards. In our consumer-based society, a mathematics course that addresses the results of financial decisions will result in more fiscally responsible citizens. This course will give scholars the opportunity to apply mathematics found in financial topics such as personal investments, retirement planning, credit card interest, and savings. Financial Algebra is designed for scholars who have completed Algebra 1 and Geometry. The course would be a bridge to upper-level mathematics such as Algebra 2 and Advanced Topics.

Math for College Readiness
120070
1.0 credit
This course is targeted for scholars who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

Math for College Liberal Arts
1207350
1.0 credit
In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

Math for College Algebra
1200710
1.0 credit
In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

Advanced Placement Precalculus
1202305
In AP Precalculus students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Advanced Placement Calculus AB
1202310
1.0 credit
AP Calculus AB focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

Prerequisite: This course is offered to 11th and 12th graders who have completed four years of high school Mathematics courses, mastered the skills required for the Honors Mathematics classes, maintained a minimum of 85% in prior Mathematics classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This

course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Science

Biology
2000310
1.0 credit
The purpose of this course is to provide scholars with an understanding of the basic concepts and issues of living organisms. The content includes chemistry of life from a biological perspective, cellular structure and function, heredity, mechanisms of biological diversity, interdependence of living organisms as well as a survey of living organisms, animal anatomy and physiology. Laboratory experiments are an integral part of this course.

Biology Honors
2000320
1.0 credit
This course investigates the full spectrum of biological topics, ranging from the molecular to the organismal level (biochemistry, cell biology, genetics, evolution, physiology, and ecology). The course is taught from an evolutionary perspective and is intended to prepare highly motivated scholars for their future course work in advanced level science classes. The Honors Biology course is fast-paced and rigorous; scholars are expected to process their learning well beyond simple rote memorization. The course requires more time outside the classroom for preparation, study, and completion of assignments than the Biology course.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Biology
7920015
1.0 credit
The purpose of this course is to provide scholars with an understanding of the basic concepts and issues of living organisms. The content includes chemistry of life from a biological perspective, cellular structure and function, heredity, mechanisms of biological diversity, interdependence of living organisms as well as a survey of living organisms, animal anatomy and physiology. Laboratory experiments are an integral part of this course.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars 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 scholars with significant cognitive disabilities. This course may be taken up to two times for credit.

Chemistry
2003340
1.0 credit
The emphasis in this course is on the description of the physical properties of matter and the changes these properties undergo during a chemical reaction. The solid, liquid, and gaseous states are described by laboratory exercises. The structure of the atom and the processes involved in forming compounds are discussed with special attention to the topics of oxidation/reduction, stoichiometry, kinetics and equilibrium. The comparative chemistry of elements is stressed throughout the course. Lab work is required.

Chemistry Honors
2003350
1.0 credit
Emphasizes the study of composition, properties, and changes associated with matter. Includes measurement, classification and structure of matter, atomic theory,molecules, periodicity, chemical bonding, formula writing, nomenclature, chemical equations, stoichiometry, kinetic theory, gas laws, acids and bases, energy relationships, solids, liquids and solutions. Experimental design and laboratory investigations are an integral part of this course.The course requires more time outside the classroom for preparation, study, and completion of assignments than the Chemistry course.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Advanced Placement Chemistry
2003370
1.0 credit
Provides college level learning in chemistry and prepares the student to seek credit and/or appropriate placement in college chemistry courses. Includes structure of matter (atomic theory and atomic structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids, solids, and solutions), reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry. AP Chemistry is equivalent to a college-level general Chemistry course.

Prerequisite: This course is offered to scholars who have mastered the skills required for previous Chemistry and Algebra 2 classes, maintained a minimum of 85% in prior Chemistry and Algebra 2 classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Advanced Placement Biology
2000340
1.0 credit
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory Biology course for Biology majors.

Prerequisite: This course is offered to scholars who have mastered the skills required for previous Biology and Chemistry classes, maintained a minimum of 85% in prior Biology and Chemistry classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Physics
2003380
1.0 credit
Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are integral.

NOTE: It is strongly recommended that scholars who intend to attend a 4-year college or university take a Physics course in high school.

Physics Honors
2003390
1.0 credit

Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism,nuclear physics and electricity. Experimental design and laboratory investigations are integral. It is strongly recommended that scholars who intend to attend a 4-year college/university take a Physics of these courses in high school.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Anatomy and Physiology Honors
2000360
1.0 credit
While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Physical Science
2003310
1.0 credit
This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to:

Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

Physical Science Honors
2003320
1.0 credit
This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to: Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access Physical Science
7920022
1.0 credit
This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to: Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars 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 scholars with significant cognitive disabilities. This course may be taken up to two times for credit.

Astronomy Solar/Galactic Honors
2020910
1.0 credit
Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce you to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, you will examine the life cycle of stars, the properties of planets, and the exploration of space.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater

demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Environmental Science
2001340
1.0 credit
This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. 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.

Forensic Science 1
2002480
1.0 credit
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science 1
2002500
1.0 credit
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science 2
2002520
1.0 credit
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Social Studies/History

Honors/Advanced Social Studies courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

World History
2109310
1.0 credit
This course covers world history from the origins of humans to 1500 and examines the political, social, economic, scientific, and cultural events that have affected human civilizations. It has two main approaches. First, scholars will explore the values held by ancient people in relation to contemporary ones. Scholars will examine how earlier beliefs about authority, the organization of society, the divine and the world at large differ from or complement modern views. Second, we will reflect upon historical processes such as migration, trade, warfare, the development of technology and cultural exchange. Scholars will investigate how these processes changed individual lives at different periods in pre-modern history.

World History Honors
2109310
1.0 credit
This course covers world history from the origins of humans to 1500 and examines the political, social, economic, scientific, and cultural events that have affected human civilizations. It has two main approaches. First, scholars will explore the values held by ancient people in relation to contemporary ones. scholars will examine how earlier beliefs about authority, the organization of society, the divine and the world at large differ from or complement modern views. Second, we will reflect upon historical processes such as migration, trade, warfare, the development of

technology and cultural exchange. Scholars will investigate how these processes changed individual lives at different periods in pre-modern history. The course requires more time outside the classroom for preparation, study, and completion of assignments than the World History course.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

U.S. History
2100310
1.0 credit
A survey of the history of our nation, U.S. History places emphasis on the period beginning with European colonization to the present. Through a close examination of the American past, scholars will gain a truer appreciation and understanding of the forces that have shaped our country.

U.S. History Honors
2100320
1.0 credit
A survey of the history of our nation, U.S. History places emphasis on the period beginning with European colonization to the present. Through a close examination of the American past, scholars will gain a truer appreciation and understanding of the forces that have shaped our country.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Advanced Placement U.S. History
2100330
1.0 credit
This course prepares scholars for the Advanced Placement Examination in United States History. It aligns with the curricular and skills requirements as outlined by College Board in the nine historical periods are thematically investigated for significant events, individuals, developments, and processes from 1491 to the present. It takes a chronological approach to American history while also exploring the key themes of: Identity; Work, Exchange and Technology; Peopling; Politics and Power; America and the World; Environment and Geography: Physical and Human and Ideas, Beliefs and Culture.

Prerequisite: This course is offered to 10th graders who have completed World History, mastered the skills required for the World History Honors, maintained a minimum of 85% in

prior History classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

United States Government
2106310
0.50 credit
This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

United States Government Honors
2106320
0.50 credit
This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Access United States Government
7921015
0.50 credit
This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and

the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

NOTE: Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars 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 scholars with significant cognitive disabilities.

Economics
2102310
0.50 credit
The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Economics Honors
2102320
0.50 credit
The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Honors Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Global Studies
2104320
1.0 credit

The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world.

Comprehensive Law Studies
2106370
1.0 credit
The primary content emphasis for this course pertains to the study of the commonalities and The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

Personal Finance and Money Management
2102371
1.0 credit
In Personal Finance and Money Management, instructional time will emphasize seven areas: (1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. This course meets the statutory requirement outlined in Section 1003.4282(3)(h), Florida Statutes, which states that beginning with students entering grade 9 in the 2023-24 school year, each student must earn one-half credit in personal financial literacy and money management

Philosophy Honors

1004300
0.50 credit
The purpose of this class is to introduce scholars to the basics of moral philosophy as it has been understood within the western tradition. The focus will be on those authors who have been most foundational to philosophy: Plato, Aristotle, Cicero, and Aquinas. The course will also aim to provide an overview of the various changes and developments that have occurred in ethical thought, to provide scholars with various perspectives that will help sharpen their own thinking about moral matters.

Semantics and Logic Honors
2105355
0.50 credit
This course provides the opportunity for scholars to prepare, write, and defend their senior thesis. Each scholar's education at PCCA points to the Senior Thesis. It is a 10-15 page dissertation in which the student explores and defends a philosophical topic. Seniors complete the complementary Philosophy and Senior Thesis course under the supervision of a formal instructor and additional academic advisor. The thesis is then presented and defended before a three-member panel.

Visions and Countervisions: Europe, U.S. and the World from 1848 Honors
2100480
1.0 credit
The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

Psychology 1
2107300
0.50 credit
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

NOTE: This course is offered only as an elective at Pineapple Cove Classical Academy.

Psychology 2

2107310
0.50 credit
Prerequisite: Psychology 1
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

NOTE: This course is offered only as an elective at Pineapple Cove Classical Academy.

World Languages

Latin 1
0706300
1.0 credit
Latin 1 introduces scholars to the target language and its culture. The scholar will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

NOTE: Can be taken in 8th grade for high school credit.

Latin 2
0706310
1.0 credit
Latin 2 expands the skills acquired by scholars in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin scholars will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors Latin 3
0706320
1.0 credit
Latin 3 expands the skills acquired by scholars in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In

presentational speaking, Latin scholars will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, scholars will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Advanced Placement Latin
0706375
1.0 credit
This course follows the Advanced Placement Program guidelines, with emphasis on both Vergil's Aeneid and Caesar's Gallic War. The scholar will translate a prepared passage from the syllabus into idiomatic English; discuss particular motifs or general themes suggested by the passage; and critically analyze the qualities of English translations of a particular passage. There will also be a focus on learning Vergilian and Caesarian vocabulary that will be helpful on the SAT exam. Scholars who take this course are required to take the Advanced Placement examination administered by the College Board.

Prerequisite: This course is offered to scholars who have mastered the skills required for previous Latin classes, maintained a minimum of 85% in prior Latin classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

Advanced Placement Course Note: AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

Spanish 1
0708340
1.0 credit
Spanish 1 introduces scholars to the target language and its culture. The scholar will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Spanish 2

0708350
1.0 credit
Spanish 2 reinforces the fundamental skills acquired by the scholars in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Spanish 3 Honors
0708360
1.0 credit
Spanish 3 provides mastery and expansion of skills acquired by the scholars in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors Course Note: This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

Spanish 4 Honors
0708370
1.0 credit
Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on 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.

Honors Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Physical and Health Education

HOPE
3026010
1.0 credit

The purpose of these courses are to develop and enhance healthy behaviors that influence lifestyle choices and scholar health and fitness. scholars will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmark, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV and Internet Safety.

NOTE: Meets the one credit Physical Education graduation requirement.

Individual and Dual Sports 1
1502410
0.50 credit
Develops the physical skills necessary to be competent in sports that require one or two players. Knowledge of offensive and defensive strategies and tactics and appropriate social behaviors within both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to scholar success in this course and in the development of a healthy and physically active lifestyle

Individual and Dual Sports 2
1502420
0.50 credit
Individual and Dual Sports 2 builds on skills learned in Individual and Dual Sports 1. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. This course encourages scholar participation in individual and dual sports as lifetime activities.

Individual and Dual Sports 3
1502430
0.50 credit
Individual and Dual Sports 3 builds on skills learned in Individual and Dual Sports 1 and 2. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. This course encourages scholar participation in individual and dual sports as lifetime activities.

Team Sports 1
1503350
0.50 credit
Team Sports 1 improves the scholar's knowledge and application of skills, techniques, strategies, rules, and safety practices. The course also provides opportunities to practice good sportsmanship through sports such as basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball.

Team Sports 2
1503360
0.50 credit

Team Sports 2 provides additional in depth instruction and scholar leadership opportunities. The course improves the scholar's knowledge and application of skills, techniques, strategies, rules, and safety practices. The course also provides opportunities to practice good sportsmanship through sports such as basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball.

Fitness Lifestyle Design
1501310
0.50 credit
This course analyzes the long-term benefits of participating in physical activity, and increases scholars' knowledge and understanding of the principles, procedures, and techniques of personal fitness, including use of equipment, planning, and training. Students will engage in physical activity in this course.

First Aid and Safety
0800320
0.50 credit
This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention. The content should include, but is not limited to, the following: Injury prevention and safety, safety promotion, first aid procedures, adult, child, and infant CPR, and AED procedure, disaster preparedness, environmental health (community resources and services), community health and consumer health (career and public service opportunities).

Comprehensive Fitness
1501390
0.50 credit
This fitness course is designed for high school students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. Through the course students will design, implement and assess a personal fitness program.

Personal Fitness
1501300
0.50 credit
This fitness course is designed for high school students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Research and Critical Thinking Skills

Critical Thinking and Study Skills

1700370
0.50 credit
Critical Thinking and Study Skills provides scholars opportunities to develop test taking skills and demonstrates proficiency on standardized tests. Scholars will also study vocabulary and word attack skills, apply critical thinking skills to mathematics, practice overall test taking strategies, and develop an understanding of college entrance examination formats.

Engaged Citizenship Through Service Learning
2104350
1.0 credit
This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. scholars will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

Leadership Skills Development
2400300
1.0 credit
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. The content should include, but not be limited to, the following: study in self-understanding, development in such areas as goal setting, self-actualization, and assertiveness, and study of organizational theories and management.

Leadership Techniques Honors
2400310
1.0 credit
This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, data collection for project needs, evaluation of community organizations, purpose of local government,and the role of leadership in a democratic society. The content should include, but not be limited to, the following: development in areas such as self-esteem, goal setting, and character building and enhanced leadership skills and the ability to function in both a group setting and the community.

Learning Strategies
7963080
1.0 credit
The purpose of this course is to enable scholars 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 scholar's individual educational plan (IEP).

Research 1
1700300
1.0 credit
The purpose of this course is to enable scholars to develop fundamental knowledge of the steps

in the research process. The content should include, but not be limited to, the following: nature and purpose of research, research questions and hypotheses, research methods and procedures, review of literature and other resources, primary and secondary sources, directed investigations, organization of information, report formats, styles, and content, critical analysis of research, and submission of a major independent research project.

Research 2
1700310
1.0 credit
The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions. The content should include, but not be limited to, the following: research process, research topics, research questions and hypotheses, definition, analysis, and evaluation of research questions, review of literature and other resources, primary and secondary sources, formulation of hypotheses, organization of information, report formats, styles, and content, directed investigations, and critical analysis of research.

Career Research and Decision Making
1700380
1.0 credit
The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The content should include, but not be limited to, the following: goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields and educational requirements, postsecondary education and training opportunities, writing, listening, viewing, and speaking skills for applications and interviews, financial planning and sources of educational financial assistance, and career planning.

Performing and Fine Arts

All courses listed in this section will meet performing fine arts graduation requirement. Students must demonstrate mastery of appropriate performance standards to receive credit in all courses. These courses incorporate hands-on activities and consumption of art materials.
Note for ALL Chorus and Theatre Courses: 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.

Creating Two-Dimensional Art
0101355
0.50 credit
Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

Two-Dimensional Studio Art 1
0101300
1.0 credit
This course provides opportunities to explore media and techniques used to create a variety of two-dimensional (2-D) artworks through drawing, painting, printmaking, collage, and/or design. scholars practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, scholars learn to reflect, evaluate and respond to artwork.

Two-Dimensional Studio Art 2
0101310
1.0 credit
This course focuses on further development, refinement, and progression of the Two-Dimensional Art 1 content and provides opportunities to explore media and techniques used to create a variety of two-dimensional (2-D) artworks through drawing, painting, printmaking, collage, and/or design. scholars practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, scholars learn to reflect, evaluate and respond to artwork.

Two-Dimensional Studio Art 3 Honors
0101320
1.0 credit
Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design 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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Painting 1
0104365
0.50 credit

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, 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 incorporates hands-on activities and consumption of art materials.

Portfolio Development: Two-Dimensional Design Honors
0109320
1.0 credit
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Three-Dimensional Studio Art 1
0101330
1.0 credit
Scholars explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. scholar artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief 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, reflecting craftsmanship and quality in the

surface and structural qualities of the completed art forms. Scholars in the 3-D art studio focus on use of safety procedures for process, media, and techniques. scholar 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.

Three-Dimensional Studio Art 2
0101320
1.0 credit
In this course students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheelthrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D 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. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art 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.

Three-Dimensional Studio Art 3 Honors
0101320
1.0 credit
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. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. 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. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art 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.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus

on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Portfolio Development: Three-Dimensional Design Honors
0109330
1.0 credit
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Painting 1
0104365
0.50 credit
Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, 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 incorporates hands-on activities and consumption of art materials.

Ceramics/Pottery 1
0102305
0.50 credit
Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, 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) through the use of 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, reflecting craftmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art 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.

Theatre 1
0400310
1.0 credit
This course is designed for scholars 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 scholars to acting and character development. Incorporation of other art forms in theatre also helps scholars gain appreciation for other art forms, such as music, dance, and visual art.

Theatre 2
0400320
1.0 credit
This course is designed for scholars with a year of experience or more. Classwork builds on skills learned in level 1, and focuses on characterization and playwriting/playwrights' contributions to theatre. Improvisation, creative dramatics, and exploration of the technical aspects of scene work help scholars challenge and strengthen their acting skills.

Theatre 3 Honors
0400330
1.0 credit
This course is designed for scholars 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. scholars 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, scholars assemble a portfolio showcasing 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.

Theatre 4 Honors
0400340
1.0 credit
This course provides opportunities for scholars with extensive theatre experience to build on Theatre 3 skills. Scholars work independently and are self-directed in study and performance.

Musical Theater 1
0400700
1.0 credit
This is a course for scholars with little or limited experience in musical theatre that focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. scholars survey the evolution of music through a humanities approach and representative literature. Music theatre scholars explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals.

Musical Theater 2
0400710
1.0 credit
This course further examines the content in level 1 and is designed for scholars with a year or more experience in musical theatre. Scholars learn from the styles and techniques used by well-known singer-actor-dancers and choreographers, examine contributions of well-known performers, writers, composers, and choreographers. scholars extend their vocal, dance and movement techniques and learn to analyze the components of musical theatre to build a performance portfolio for auditions and/or interviews.

Musical Theater 3
0400720
1.0 credit
Scholars refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. scholars 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. scholars 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. scholars 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.

Theatre Directing and Stage Management 1
0400500
1.0 credit
Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 1
0400410

1.0 credit
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 explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. 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.

Technical Theatre Design & Production 2
0400420
1.0 credit
Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production 3
0400430
1.0 credit
Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design & Production Honors 4
0400440
1.0 credit
Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional

goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Journalism 1, 2, 3, 4
1006300, 1006310, 1006320, 1006330
1.0 credit each
Journalism provides instruction in writing and production skills related to various journalistic media, particularly the design and production of the school yearbook. It includes news-gathering and writing; development of editorials; sports and feature articles; electronic design and production; and management of journalistic enterprises.

Journalism 5, 6 Honors
1006331, 1006332
1.0 credit each
The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, and the web, and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Creative Photography
0108310
1.0 credit
Scholars explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. scholars become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. scholar photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Digital Art Imaging 1
0108370
1.0 credit
Scholars explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Scholars produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, scholars evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Digital Art Imaging 2
0108380

1.0 credit

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

Digital Art Imaging 3 Honors
0108390
1.0 credit

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