2019-2020
PINE VIEW SCHOOL
Program of Studies
This is the time of year when we begin collaborating with our Pine View families in the exciting course scheduling process for the coming year. The Course Description Program of Study is intended to provide Pine View students and parents with information about the important decisions you will be making regarding course selections. You are encouraged to review it carefully, and ask questions to help your student plan for their future!

When making course selections, parents and students should take into consideration the overall four-year academic plan; the increased rigor and demands of numbers and types of specific courses, as well as their involvement in extra-curricular activities. Course selections should fit into a well-thought-out plan which emphasizes a challenging and worthwhile curriculum over the four years of high school.

One of the tools we provide students and parents is an Advanced Placement “time budget” form to help in considering courses, sports, volunteering, work and other demands in the overall course-scheduling process. This form is available in the appendix.

Careful consideration should be given to all Advanced Placement in Grades 9-12. Advanced Placement require intense work and a substantial time commitment and are college-level courses. All course selections should be made with the final goal of post-secondary education in mind. Please, feel free to contact your child’s Guidance Counselor for additional information or questions.

Sincerely,

Stephen P. Covert, Ph.D.

Principal
PINE VIEW PROGRAM REQUIREMENTS

The following requirements have been established for Pine View School:

- Students must earn a minimum of 26 credits as approved in Sarasota County School’s Student Progression Plan for Pine View. (This includes high school credits earned in middle school.) Credits needed for graduation for transfer students after Grade 9 will be determined at the time of registration.
- All students in Grades 9-12 must be enrolled in at least 6 classes each semester per year.
- Students must complete three consecutive years of the same world language.
- Courses successfully completed (C or higher) may not be repeated through Adult Education or Florida Virtual School.
- Throughout the year, all students in Grades 9-12 must maintain a minimum 2.5 cumulative unweighted GPA for all core classes. Grade point averages are closely monitored to ensure students are eligible for continued placement in a full time gifted magnet program.
- Students are expected to take courses offered at Pine View on campus with a gifted endorsed instructor.
- Students may not drop a course after drop date, even if an Advanced Placement Course.
- Students are encouraged to take the most demanding program of studies for which they are prepared.

STATE ASSESSMENT REQUIREMENTS FOR ALL STUDENTS

- Students must earn passing scores on the Grade 10 ELA FSA and Algebra I EOC.
- The EOC is 30% of final grades for: Algebra I Honors, Geometry Honors, Biology Honors, and US History Honors
- Please note: State Assessment Requirements are subject to change due to legislation.

ADDITIONAL REQUIREMENTS FOR STUDENTS ENTERING HIGH SCHOOL:

- At least one elective must be rigorous: Advanced Placement, Dual Enrollment or result in industry certification.
- Dual Enrollment preregistration is required and needs to be met by completing an application, having a cumulative unweighted GPA of 3.0, and passing the PERT/CLM test at SCF. ACT or SAT scores may also be used in lieu of the PERT/CLM. Test scores must be recent (within the past two years). The deadline date for all requirements to have been met is May 15th, 2019. Applications available in Guidance office.
- Dual enrollment courses are accessed online or off campus at the college or university.
- Please note: Additional Requirements are subject to change due to legislation.

*Course Weighting: Honors classes carry a weight of 1.0. Advanced Placement and Dual Enrollment courses are weighted at 1.5 when calculating a student’s High School GPA.

**LEGEND**

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<td>Y-Weighted</td>
<td>N-Not Weighted</td>
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Bright Futures FAS/FMS C-Core N-Not Core
Course can be used to meet Florida Academic Scholars and Florida Medallion Scholars 15 academic core requirements.

SUS Admis: E-Elective, C-Core, N-Not Used, P-Pending
Course applicable toward State University System admissions.

Courses and prerequisites are subject to change based on enrollment.
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LANGUAGE ARTS
Course Flow Chart

Electives Choices (10th–12th Grades)
- English 4 Honors
- AP Literature
- AP Language and Composition
  - English 3 Honors
  - English 2 Honors
  - English 1 Honors

Electives Choices (9th–12th Grades)
- AP Research (12th Grade only)
- AP Seminar
- Creative Writing 1, 2, 3
  - Journalism 4
  - Speech 2
  - Speech 1
  - Theatre 1
  - Journalism 3
  - Journalism 2
  - Journalism 1

KEY
- Course is a prerequisite; must be passed before enrolling in next course.
- Course may be taken as a co-requisite; enrolled in the same year.
The English 1 Honors course involves instruction in critical thinking, reading, speaking, and vocabulary, listening and writing skills. Students are immersed in multiple aspects of the evidence-based writing process and hone narrative, informative, argument, and synthesis writing skills. Instruction in formal and informal speaking experiences shape critical listening, observing, and discourse skills. Using a World Literature foundation, students read multiple text types to include short stories, dramatic works, poetry, nonfiction texts, and novels. In-depth language study emphasizes usage, mechanics, spelling, and other elements of standard written English.

English 2 Honors is an American Literature course. Students will read and analyze foundational documents, nonfiction essays, poetry, dramatic works, and novels. Students will engage in the written and oral analysis of literary works representing the ethnic and cultural diversity of the American experience. Instruction will center on producing a variety of sophisticated, multiple-paragraph, evidence-based essays, to include literary analyses, research papers, synthesis essays, and products creative in nature. Formal and informal oral communication instruction equips students with the skills needed to produce effective, technology-driven presentations. Students will grapple with content, while engaging in classroom discussion which emphasizes analysis, synthesis, and evaluation. The study of language includes usage, mechanics, spelling, and other elements of standard written English.

This course includes an integrated model of instruction featuring thematic units that incorporate close reading, writing, speaking and listening, and language skills. Instruction emphasizes the strong connection between reading and writing while providing grammar and vocabulary in context. Students are engaged in higher-order critical thinking skills, accurate analysis and evaluation, problem-solving skills, deeper conceptual understanding, expanded academic vocabulary, collaborative learning, and media literacy. Literature study includes several genres over multiple time periods that incorporate fiction and non-fiction. Author and reader perceptions and perspectives, along with social and cultural experiences are key highlights. Students scrutinize text through multiple perspectives that affect understanding. Research and documentation is further reinforced through college and career planning and exploration. This unique design creates a balanced and vertically aligned system of literary development that engages students and prepares them for success with the Language Arts Florida Standards, Advanced Placement, and success in college and beyond.

This course satisfies the Grade 12 requirement for High School Graduation. The goal of the course is to complete coursework for high school, with an End-of-Course Exam and in-class exams at the end of the year. The students will improve reading comprehension through reading of foundational documents, nonfiction essays, short stories, poetry, drama and novels. Writing study includes instruction with frequent practice in writing multiple-paragraph essays in a variety of types, including literary analysis, documented papers, a formal research paper, and creative styles. Technical writing instruction, research and documentation instruction, and formal and informal communication skills form the mainstay of this course. Students will deliver oral presentations and utilize technology to produce written work and projects. The level of discourse in classroom discussion emphasizes analysis, synthesis, and evaluation.
CREATIVE WRITING 1 (Grades 10 - 12)  
**1009320**

| Credit:    | 0.5 | One Semester | Weighted: N | Bright Futures: C | SUS Admission: C |

This course develops students’ writing and language skills needed for individual expression in literary forms. The content includes instruction in the development and practice of writing a variety of literary works including original poetry, short stories, plays, novels, essays and other nonfiction. The course may also include technical aspects of publishing students’ work in a literary publication.

CREATIVE WRITING 2 (Grades 10 - 12)  
**1009330**

| Credit:    | 0.5 | One Semester | Weighted: N | Bright Futures: C | SUS Admission: C |

In this course students continue to develop and use intermediate-level writing and language skills for creative expression in a variety of literary forms.

**Prerequisite:** Creative Writing 1

CREATIVE WRITING 3 HONORS (Grades 11-12)  
**1009331**

| Credit:    | 1.0 | Two Semester | Weighted: Y = 1 | Bright Futures: C | SUS Admission: C |

This course develops writing and language skills needed for individual expression in traditional poetic forms. Students read, analyze and write Blues, Ballad, Asian, Italian, French forms and traditional forms of poetry. Students learn technical aspects and should enter a contest, publishing student work, and enter and perform in a public reading.

**Prerequisite:** Completion of Creative Writing 1 and 2

THEATRE 1 (Grades 9 - 12)  
**0400310**

| Credit:    | 1.0 | Two Semester | Weighted: N | Bright Futures: C | SUS Admission: C |

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

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (Grade 11-12)  
**1001420**

| Credit:    | 1.0 | Two Semesters | Weighted: Y = 1.5 | Bright Futures: C | SUS Admission: C |

The Advanced Placement course in English Language and Composition is a college-level study of language and writing. Students study rhetoric in a variety of genres to analyze how authors use language. The course emphasizes nonfiction and argumentative writing as preparation for taking the national Advanced Placement exam which many colleges use to award college credits. Mature writing skills are necessary for success in this course. It is Pine View’s expectation that all students enrolled in Advanced Placement courses register for, and complete the Advanced Placement exam at the end of the school year.

**Prerequisite:** English I and II; Recommended score ≥ 55 on Reading + Writing portion of the PSAT.
ADDITIONAL PLACEMENT LITERATURE AND COMPOSITION (Grade 12)  

Credit: 1.0  Two Semesters  Weighted: Y = 1.5  Bright Futures: C  SUS Admission: C

The AP English Literature and Composition course is a college-level study of literature and writing engaging students in the careful reading and critical analysis of imaginative literature. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized merit spanning the 16th to the 21st centuries. Through the close reading of selected texts, students deepen understanding of language use and structure. Students consider a work's structure, style, and themes, as well as elements such as figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays. This course differs from AP Language and Composition; success in the AP Language and Composition class will not necessarily translate to success in AP Literature and Composition. AP Literature and Composition prepares students to take the national AP exam accepted as college credit by many post-secondary institutions. It is Pine View’s expectation that all students enrolled in Advanced Placement courses register for, and complete the Advanced Placement exam at the end of the school year.

Prerequisite: AP Language and Composition; Recommended score ≥ 60 on Reading + Writing portion of the PSAT.

SPEECH 1 (Grades 9 - 12)  

Credit: 0.5  One Semester  Weighted: N  Bright Futures: N  SUS Admission: E

This course provides instruction in the fundamentals of formal and informal oral communication. Major instructional areas include forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of the audience, and techniques of public speaking. Fulfills Practical/Fine Art Credit – Yes

SPEECH 2 (Grades 9 - 12)  

Credit: 0.5  One Semester  Weighted: N  Bright Futures: N  SUS Admission: E

This course is a continuation of Speech I. It provides instruction in the fundamentals of formal and informal oral communications. Instructional areas include formal speeches, formal class discussion, debate activities, and utilizing oral interpretation skills.

Prerequisite: Speech I
Fulfills Practical/Fine Art Credit - Yes

JOURNALISM 1 (Grades 9 - 12)  

Credit: 1.0  Two Semesters  Weighted: N  Bright Futures: N  SUS Admission: E

This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. The content includes instruction in recognizing and writing news for journalistic media and in developing journalistic writing such as editorials, sports articles, and feature stories. In addition to written work, students receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. One or more student journalistic productions may be included as connected to workshop experiences.

Prerequisite: Due to limited space, students must fill out an application, go through an interview process, and be signed in by the adviser of either the yearbook of the school newspaper, applications can be picked up from the advisers, and are due by the end of the third Wednesday following winter break.
Fulfills Practical/Fine Art Credit
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This course builds upon foundational aspects of journalism and workshop experiences in journalistic production. The content includes instruction in recognizing and writing news for journalistic media and in developing journalistic writing such as editorials, sports articles, and feature stories. In addition to written work, students receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. One or more student journalistic productions may be included as connected to workshop experiences.

**Prerequisite:** Journalism 1  
Fulfills Practical/Fine Art Credit - No

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This course includes instruction and practice in applying all aspects of the writing process including prewriting, drafting, editing and proofreading to the work prepared in order to bring it to high journalistic standards. Organization and management techniques relating to journalistic productions are stressed, including leadership skills, record keeping, time management, utilization of personnel, and task organization. Workshop experiences in producing various kinds of journalism are provided.

**Prerequisite:** Journalism 2  
Fulfills Practical/Fine Art Credit – No

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This course includes instruction in writing, designing, and managing journalistic enterprises. The emphasis in the course is upon implementing students' creative skills and talents in writing, graphic design and/or photography, and in providing regular practice in management skills and production techniques in printed journalistic media. The course provides opportunities to develop proficiency in various forms of journalistic writing using the production of one or more student journalism projects.

*Level is dependent upon year of experience in school publications. Responsibilities increase with leadership, management, and skill development. Journalism portfolio and attendance at a professional workshop is required.*

**Prerequisite:** Journalism 3  
Fulfills Practical/Fine Art Credit - No

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<th>ADVANCED PLACEMENT CAPSTONE SEMINAR (Grade 11)</th>
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<td>Credit: 1.0</td>
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AP Seminar is the first course in the AP Capstone Diplomas series. The AP Seminar course engages students in cross-curricular conversations which explore the complexities of academic and real-world topics and themes by analyzing divergent perspectives. This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. Students read scholarly articles, research studies, and foundational and philosophical texts, listen to and view speeches, broadcasts, and personal accounts; and encounter artistic and literary interpretations to gain a rich appreciation and understanding of issues.

**Prerequisite:** Completion of English 1 and 2; Recommended concurrent enrollment in AP Language and Composition. Teacher recommendation required for students who have not complete AP Language and Composition.

**Source**
The second course in the AP Capstone Diploma series, AP Research allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students draw upon skills acquired in the AP Seminar course in order to better understand research methodology, employ ethical research practices, and hone masterful argumentation skills through analysis, synthesis, presentation and defense.

**Prerequisite:** Successful completion of AP Capstone Seminar.

**Source:**
MATH
Recommended Course Flow

Multivariable Calculus & Differential Equations (Calculus Honors)

Statistics 2 (Probability & Statistics w/Applications Honors)

AP Calculus AB

AP Calculus BC

AP Statistics

Precalculus Honors

Algebra 2 Honors

Geometry Honors

may be taken concurrently

Algebra 1 Honors
# MATH

## REQUIRED COURSES

### ALGEBRA 1 HONORS 1200320
- Credit: 1.0
- Two Semesters
- Weighted: Y=1
- Bright Futures: C
- SUS Admission: C

Students deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions.

**Prerequisite:** Prealgebra

### GEOMETRY HONORS 1206320
- Credit: 1.0
- Two Semesters
- Weighted: Y=1
- Bright Futures: C
- SUS Admission: C

Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

**Prerequisite:** Algebra 1 Honors*

### ALGEBRA 2 HONORS 1200340
- Credit: 1.0
- Two Semesters
- Weighted: Y=1
- Bright Futures: C
- SUS Admission: C

Students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

**Prerequisite:** Algebra 1 Honors*

### PRECALCULUS HONORS 1202340
- Credit: 1.0
- Two Semesters
- Weighted: Y=1
- Bright Futures: C
- SUS Admission: C

This course includes the study of trigonometric and circular functions and their applications. Topics include trigonometric identities, graphs of trigonometric functions, inverses, equations and solutions of triangles. Students learn relationships among topics of algebra, geometry, and trigonometry and use these relationships to prepare for calculus.

**Prerequisites:** Geometry Honors* and Algebra 2 Honors

*To satisfy the prerequisite requirement, the student must have either completed this course with a passing grade by the first day of school or be eligible to participate in the fall EOC exam. To be eligible to participate in the fall EOC exam, a summer FLVS student must have completed all of Term 1 and 80% of Term 2 **two weeks prior to the first day of school**.
ELECTIVE COURSES

AP STATISTICS 1210320
Credit: 1.0 Two Semesters Weighted: Y=1.5 Bright Futures: C SUS Admission: C
This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include describing patterns and departures from patterns, planning and conducting studies, exploring random phenomena using probability and simulation, and estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. Graphing calculators are used in modeling and calculation.
Prerequisite: Recommended PSAT score of R + M ≥ 60.5, B or higher in most recent Math and English classes.
Co-requisite: may be taken concurrently with, or after, Precalculus Honors or equivalent*

PROBABILITY & STATISTICS WITH APPLICATIONS HONORS (Statistics 2) 1210300
Credit: 1.0 Two Semesters Weighted: Y=1 Bright Futures: C SUS Admission: C
This course explores both principles and applications of statistics. Topics include theory of estimation and hypothesis testing; the use of probability distributions; regression and correlation; analysis of variance; nonparametric inference; and time series analysis. Examples will be drawn from disciplines such as business and medicine. Statistical software will be introduced and used throughout the course.
Prerequisite: AP Statistics score ≥ 3

AP CALCULUS AB 1202310
Credit: 1.0 Two Semesters Weighted: Y=1.5 Bright Futures: C SUS Admission: C
This course is equivalent to the first semester of a typical college calculus sequence. The course begins with a review of precalculus mathematics and then explores topics in differential and integral calculus. Graphing calculators are used in modeling and calculation.
Recommended PSAT score: Math test ≥ 31.5
Prerequisite: B or higher in Precalculus Honors or equivalent*

AP CALCULUS BC 1202320
Credit: 1.0 Two Semesters Weighted: Y=1.5 Bright Futures: C SUS Admission: C
This course is equivalent to the first two semesters of a typical college calculus sequence. It includes the content of AP Calculus AB and then explores different types of equations and introduces the topic of sequences and series. Graphing calculators are used in modeling and calculation.
Recommended PSAT score: Math test ≥ 31.5
Prerequisite: A in Precalculus Honors or equivalent*

CALCULUS HONORS (Multivariable Calculus and Differential Equations) 1202300
Credit: 1.0 Two Semesters Weighted: Y=1 Bright Futures: C SUS Admission: C
This course extends students’ understanding of differential and integral calculus to three-dimensional space and expands their knowledge of differential equations to encompass such solution techniques as annihilators, variation of parameters, and Laplace transforms. Graphing and algebra programs will be used in modeling and calculation.
Prerequisite: AP Calculus BC score ≥ 4

*The following combinations of courses offered prior to 2019-2020 are equivalent to Precalculus Honors:
   either Math Analysis Honors or DE Precalculus Algebra
   combined with either Trigonometry Honors or DE Trigonometry
BIOLOGY 1 HONORS 2000320
Credit:  1.0  Two Semesters  Weighted: $Y = 1$  Bright Futures:  C  SUS Admission:  C

This advanced course provides integrated laboratory experiences and real-life applications in the essential processes of life. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations and changes through time. Laboratory investigations will include the use of scientific writing skills, measurement, observations, predictions, reasoning and problem-solving skills. Preserved animal studies may be a part of this course.

Prerequisite: Algebra 1 Honors and/or Geometry 1 Honors and Biology (Life Science). May also be concurrently enrolled in Geometry 1 Honors.

ADVANCED PLACEMENT BIOLOGY 2000340
Credit:  1.0  Two Semesters  Weighted: $Y = 1.5$  Bright Futures:  C  SUS Admission:  C

This college-level course seeks to prepare the student for credit and/or appropriate placement in college biology courses. The content includes molecular, cellular, organismal, and population biology. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of this course. There is a significant amount of lab work and reading associated with the course. Lab activities comprise 25% of the course. It is Pine View’s expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year. An approved laboratory notebook is required.

Prerequisite: A recommended combined PSAT score for R + M ≥ 61.5. Completion of Chemistry I Honors with a grade of A or B; Anatomy & Physiology must be completed prior to course or taken concurrently.

ANATOMY AND PHYSIOLOGY HONORS 2000360
Credit:  1.0  Two Semesters  Weighted: $Y = 1$  Bright Futures:  C  SUS Admission:  C

This advanced course provides exploratory activities in the structure and function of the components of the human body. The content includes anatomical terminology, cellular biology, histology, homeostasis, organization and interrelatedness of major body systems, and human disorders. Laboratory investigations focus on the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies are a major part of the laboratory experience. The latest information related to technology, cures, treatments, and preventive medicine are important to our study and discussions. There is heavy emphasis on lab work, which is composed of microscopic examination, dissection and physiology experiments. (Dissections are Mandatory) The nature of the course requires that students approach this sensitive subject in a mature manner. Students may be asked to work independently on occasion and are also expected to work cooperatively when needed.

Prerequisite: A recommended PSAT score R + M ≥ 60. Completion of Biology I Honors and Chemistry I Honors.
Co-requisite: Completion of A&P prior to taking AP Biology or concurrently with AP Biology.

MARINE SCIENCE 1 HONORS 2002510
Credit:  1.0  Two Semesters  Weighted: $Y = 1$  Bright Futures:  C  SUS Admission:  C

This advanced course provides an in-depth study of the physical, chemical, and biological aspects of the marine environment. The content includes the origins of the oceans, marine geological studies, ecology of the sea zones, interaction of the ocean and the atmosphere, the oceans influence on climate, the diversity of marine organisms, characteristics of the major marine ecosystems, a taxonomic study of marine life, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific method, measurement, laboratory apparatus and safety procedures. Preserved animal studies and specimens may be a part of this course. The maintenance of an in-class salt water tank is required.

Prerequisite: Completion of Biology 1 Honors.
CHEMISTRY 1 HONORS 2003350
Credit: 1.0 Two Semesters Weighted: Y = 1 Bright Futures: C SUS Admission: C
This advanced course involves the study of the composition, properties and changes of matter. Selected laboratory activities include the use of the scientific method, measurement, laboratory apparatus, and safety. This course provides an introduction to chemical principles and problem solving. The major topics covered include stoichiometry, gases, nuclear chemistry, atomic structure and bonding, thermodynamics, kinetics, chemical equilibrium, acids and bases, and electrochemistry. Laboratory work is focused on applying the principles and concepts learned in lecture and developing student laboratory skills. 
**Prerequisite:** Completion of Biology 1 Honors and Algebra 2 Honors or concurrently taking Algebra 2.

ADVANCED PLACEMENT CHEMISTRY 2003370
Credit: 1.0 Two Semesters Weighted: Y = 1.5 Bright Futures: C SUS Admission: C
This college-level course in chemistry seeks to prepare the student for credit and/or appropriate placement in college chemistry courses. The content includes the structure and states of matter, chemical reactions, and descriptive chemistry. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety. Major emphasis is placed on chemical equilibrium, kinetics, thermodynamics, atomic structure and bonding, and electrochemistry. The course places primary focus on the application of basic concepts to quantitative problem solving in chemical systems. It is Pine View's expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year. Purchase of an approved laboratory notebook is required.

**Prerequisite:** A recommended PSAT score for R + M ≥ 62.5; successful completion of Chemistry 1 Honors and Algebra 2 Honors (A or B) and Honors Chemistry teacher recommendation. 
**Co-requisite:** Enrollment in Mathematical Analysis Honors and Trigonometry Honors is required and/or completion of Pre-Calculus Honors.

CHEMISTRY II ORGANIC CHEMISTRY HONORS 2003360
Credit: 1.0 Two Semesters Weighted: Y = 1 Bright Futures: C SUS Admission: C
This course expands and applies chemical concepts introduced in Chemistry 1 Honors/AP Chemistry. The content includes pH and ionic equilibrium, kinetics and thermodynamics, nuclear chemistry, organic and biochemistry, and descriptive, inorganic chemistry. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety.

**Prerequisite:** Successful completion of AP Chemistry.

PHYSICS 1 HONORS 2003390
Credit: 1.0 Two Semesters Weighted: Y = 1 Bright Futures: C SUS Admission: C
This advanced course provides a rigorous study of the concepts, theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, waves, sound, light, electricity, magnetism, nuclear physics, and relativity. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety.

**Prerequisite:** Completion of Biology 1 Honors and Algebra 2 Honors or concurrently taking Algebra 2 Honors.

ADVANCED PLACEMENT PHYSICS 1 2003421
Credit: 1.0 Two Semesters Weighted: Y = 1.5 Bright Futures: C SUS Admission: C
AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. It is Pine View's expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.

**Prerequisite:** A recommended PSAT score for R + M ≥ 65.5 and successful completion of Algebra II Honors and Biology 1 Honors.
### SCIENCE

#### ASTRONOMY HONORS 2020910

<table>
<thead>
<tr>
<th>Credit:</th>
<th>1.0</th>
<th>Two Semesters</th>
<th>Weighted: Y = 1</th>
<th>Bright Futures: C</th>
<th>SUS Admission: C</th>
</tr>
</thead>
</table>

This course provides rigorous application of concepts basic to the earth, its materials, processes, and environment in space. The content includes the universe and solar system; the development of stars; the earth-moon system; space exploration; the sun as a representative star; historical astronomy; astronomical instruments; astronomical coordinate systems. It will also be offered as a Dual Enrollment option. Students who apply and qualify for the State College of Florida may take second semester for college credit.

**Prerequisite:** Completion of Biology 1 Honors and Algebra 1 Honors

#### ADVANCED PLACEMENT PHYSICS 2 (Grade 11 – 12) 2003422

<table>
<thead>
<tr>
<th>Credit:</th>
<th>1.0</th>
<th>Two Semesters</th>
<th>Weighted: Y = 1.5</th>
<th>Bright Futures: C</th>
<th>SUS Admission: C</th>
</tr>
</thead>
</table>

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. It is Pine View's expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.

**Prerequisite:** A recommended PSAT score for R + M ≥ 65.5. Successful completion of AP Physics 1.

#### ADVANCED PLACEMENT PHYSICS C 2003430

<table>
<thead>
<tr>
<th>Credit:</th>
<th>1.0</th>
<th>Two Semesters</th>
<th>Weighted: Y = 1.5</th>
<th>Bright Futures: C</th>
<th>SUS Admission: C</th>
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</thead>
</table>

1st semester: Mechanics

2nd semester: Electricity and Magnetism

This sequence is more intensive and analytic than that in AP Physics 1 and 2 course. In both subjects Calculus is used freely in formulating principles and in solving problems. Students planning to specialize in a physical science or in engineering should take this course. Labs will be 20% of instructional time. It is Pine View's expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.

**Prerequisite:** A recommended PSAT score for R + M ≥ 65.5. Successful completion of AP Physics 1.

**Co-requisite:** Enrollment in BC Calculus (or already completed)

#### ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE 2001380

<table>
<thead>
<tr>
<th>Credit:</th>
<th>1.0</th>
<th>Two Semesters</th>
<th>Weighted: Y = 1.5</th>
<th>Bright Futures: C</th>
<th>SUS Admission: C</th>
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</thead>
</table>

The purpose of this course is to study the interaction of man with the environment. The content includes scientific analysis, fundamental principles and concepts about the interdependence of earth's systems, population dynamics, environmental quality, global changes and their consequences. This course deals heavily with how humans interact with and effect the world around them. Laboratory investigation of selected topics includes the use of the scientific method, measurement, laboratory apparatus, and safety. It is Pine View's expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year. Purchase of an approved laboratory and/or AP ES prep book are highly recommended.

**Prerequisite:** A recommended PSAT score for R + M ≥ 59 and Completion of Chemistry 1 Honors and Biology 1 Honors

#### Bioscience 2 Honors (Biotechnology/Microbiology) 2000510

<table>
<thead>
<tr>
<th>Credit:</th>
<th>1.0</th>
<th>Two Semesters</th>
<th>Weighted: Y = 1</th>
<th>Bright Futures: C</th>
<th>SUS Admission: C</th>
</tr>
</thead>
</table>

BioScience 2 is a rigorous laboratory based course that provides an advanced foundation in the concepts, theories, and pioneering methods involved in micro and molecular based research through biotechnology, including medical research, functional genomics, gene discovery, agriculture, and forensics. Students will learn the principles, methodologies, and applications of equipment such as thermocyclers, horizontal and vertical gel electrophoresis, micropipettes, spectrophotometers, centrifuges and other advanced laboratory apparatus used in the bioscience industry. The research skills gained in this course can prepare students to secure work in a laboratory while studying at a college or university.

**Prerequisites:** A recommended PSAT score of 60 for R + M and completion of AP Biology.
SOCIAL STUDIES
Course Flow Chart

Elective Choices (11th – 12th Grades)
- AP Microeconomics
- AP Psychology
- History of Vietnam War

Electives Choices (10th – 12th Grades)
- AP World History
- AP European History
- Sociology
- Law Studies
- International Relations 2 Honors
- Multicultural Studies
- Holocaust History Honors

9th Grade Required
- World History Honors
  OR
  AP Human Geography

10th Grade Required
- AP World History (if took AP Hum Geo in 9th)

11th Grade Required
- US History Honors
  OR
  AP United States History

12th Grade Required
- Economics Honors
  OR
  AP Macroeconomics
  AND
  US Government Honors
  OR
  AP US Government

Elective Offered 2019-2020
AP Comparative Government
# SOCIAL STUDIES

## WORLD HISTORY HONORS (Grades 9 - 10)

| Credit: 1.0 | Two Semesters | Weighted: Y = 1 | Bright Futures: C | SUS Admission: C |

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

**Prerequisites:** None

## UNITED STATES HISTORY HONORS (Grade 11)

| Credit: 1.0 | Two Semesters | Weighted: Y = 1 | Bright Futures: C | SUS Admission: C |

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

**Prerequisite:** None

## ADVANCED PLACEMENT UNITED STATES HISTORY (Grade 11)

| Credit: 1.0 | Two Semesters | Weighted: Y = 1.5 | Bright Futures: C | SUS Admission: C |

The content will range from exploration and colonization to the present day, the emphasis will be on the development of historical thinking and skill development. According to the College Board, “The course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in US History.” The specific historical thinking skills include the following: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. This course will continue to require strong reading skills and a dedication to reading the assigned historical works.

**Prerequisite:** A or B in previous Social Studies classes. Successful completion of AP World History or AP European History highly recommended. Recommended PSAT greater than 1140.

## ECONOMICS WITH FINANCIAL LITERACY HONORS (Grades 12)

| Credit: 0.5 | One Semester | Weighted: Y = 1 | Bright Futures: C | SUS Admission: C |

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers. AP Macro will also fulfill this requirement, but it is recommended that students meet the AP Macro prerequisite requirements to take the AP Macro class.

**Prerequisite:** None

## ADVANCED PLACEMENT MICROECONOMICS (Grades 11 - 12)

| Credit: 0.5 | One Semester | Weighted: Y = 1.5 | Bright Futures: C | SUS Admission: C |

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. (The College Board 2012) This is a unique Social Studies course in that involves mathematical calculations (without the use of a calculator) and graphing. Strong spatial skills and abstract thinking abilities are academic assets for students enrolled in this course. Microeconomics is not a pre-requisite for Macroeconomics although some course content overlaps and courses can be taken in either order, or during the same semester as 12th graders. It is Pine View’s expectation that all students enrolled in Advanced Placement courses register for, and complete the Advanced Placement exam at the end of the school year.

**Prerequisite:** Recommended PSAT greater than 60.
ADVANCED PLACEMENT MACROECONOMICS (Grade 12) 2102370

Credit: 0.5  One Semester  Weighted: Y = 1.5  Bright Futures: C  SUS Admission: C

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. There is no single approach that an AP Macroeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses. (AP College Board 2012) A financial literacy component is embedded in the course as well*. This is a unique Social Studies course in that involves mathematical calculations (without the use of a calculator) and graphing. Strong spatial skills and abstract thinking abilities are academic assets for students enrolled in this course. Microeconomics is not a pre-requisite for Macroeconomics although some course content overlaps and courses can be taken in either order, or during the same semester as 12th graders. Pine View expects all enrolled students to take the AP Exam for this course in May. Those students who take this course first semester, should attend multiple review sessions during second semester to remain well prepared for the AP Exam administered in May. *To fulfill the state requirement, students enrolled in AP Macroeconomics must complete the online EverFi course by the end of the term in which they are enrolled. This is an addition that goes beyond the College Board’s curriculum for this course.

Prerequisite: Recommended PSAT ≥ 62.5.

U.S. GOVERNMENT HONORS (Grade 12) 2106320

Credit: 0.5  One Semester  Weighted: Y = 1  Bright Futures: C  SUS Admission: C

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

Prerequisite: None

ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS (Grade 12) 2106420

Credit: 0.5  One Semesters  Weighted: Y = 1.5  Bright Futures: C  SUS Admission: C

The purpose of this course is to give students a critical perspective on politics and government in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. It is Pine View’s expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.

Prerequisites: Recommended PSAT ≥ 1210.

ADVANCED PLACEMENT WORLD HISTORY (Grades 10 - 12) 2109420

Credit: 1.0  Two Semesters  Weighted: Y = 1.5  Bright Futures: C  SUS Admission: C

The purpose of this course is to enable students to understand the development, organization, and diversity of human civilizations. By examining global processes such as migration, trade, and cultural interactions, students will prepare for participation in the global community. Students will use knowledge of history, geography, economics, political and social processes, and belief systems to solve problems in academic, social, and employment settings. It is Pine View’s expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.

Prerequisite: Recommended PSAT ≥ 1110.
ADVANCED PLACEMENT EUROPEAN HISTORY (Grades 10 - 12)  2109380

| Credit:  | 1.0  | Two Semesters | Weighted: Y = 1.5 | Bright Futures: C | SUS Admission: C |

The purpose of this course is to understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. It is Pine View's expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.

**Prerequisite:** Recommended PSAT ≥ 1110.

ADVANCED PLACEMENT COMPARATIVE GOVERNMENT (Grades 11 – 12)  2106430

| Credit:  | 0.5  | One Semester | Weighted: Y = 1.5 | Bright Futures: C | SUS Admission: C |

An effective course in comparative government and politics will give students a good basic understanding of the world’s diverse political structures and practices. The course should encompass the study both of specific countries and of general concepts used to interpret the key political relationships found in virtually all national policies. Six countries form the core of study: Great Britain, Iran, Mexico, Nigeria, Russia and China. Note: **This does not satisfy the graduation requirement for a government course.** It is Pine View's expectation that all students enrolled in Advanced Placement courses register for, and complete the Advanced Placement exam at the end of the school year.

**Offered Every Other Year. Offered Next 2019 - 2020**

**Prerequisites:** Recommended PSAT ≥ 1210.

ADVANCED PLACEMENT PSYCHOLOGY (Grades 11 - 12)  2107350

| Credit:  | 1.0  | Two Semesters | Weighted: Y = 1.5 | Bright Futures: C | SUS Admission: C |

The purpose of this course is to provide students a systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists used in their science and practice. The content should include, but not be limited to the following: methods, biological basis of behavior, sensation and perception, stated on consciousness, learning cognition, motivation emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. It is Pine View's expectations that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.

**Prerequisite:** Recommended PSAT ≥ 1080.

WOMEN'S STUDIES (Grades 10 – 12)  2104340

| Credit:  | 0.5  | One Semester | Weighted: N | Bright Futures: C | SUS Admission: C |

The purpose of this course is to enable students to develop a basic understanding of women throughout history, of individual women who have shaped history and the world today, and of contemporary issues that impact the lives of women today. The Social Studies Disciplines included in this course are American and World History, Economics, Sociology and Psychology.

**Offered Every Other Year. Offered Next 2020-2021.**

**Prerequisites:** None
ADVANCED PLACEMENT HUMAN GEOGRAPHY (Grades 9 - 12)  2103400
Credit: 1.0  Two Semesters  Weighted: Y = 1.5  Bright Futures: C  SUS Admission: C
The purpose of this course is to enable students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. It is Pine View’s expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year. Freshman that receive a 3 or higher on the AP exam are able to take AP World History, if not they must take World History Honors.
Prerequisite: Recommended PSAT ≥ 1130.

WORLD RELIGIONS (Grades 10 - 12)  2105310
Credit: 0.5  One Semester  Weighted: N  Bright Futures: C  SUS Admission: C
Through the study of world religions, students will acquire an understanding of the way people in various cultures satisfy their spiritual needs. Students learn about the place of religion in culture, the importance that has been attached to religion in peoples’ lives and the relationship between religion and other social institutions. Content will include but will not be limited to study about the sources of religion, the basis for peoples’ religious beliefs, and the major living religious traditions and practices such as Buddhism, Christianity, Hinduism, Islam, and Judaism.
OFFERED EVERY OTHER YEAR. OFFERED NEXT 2020-2021.
Prerequisites: None

LAW STUDIES (Grades 10 - 12)  2106350
Credit: 0.5  One Semester  Weighted: N  Bright Futures: C  SUS Admission: C
The purpose of this course is to provide students an understanding of the American legal process. Content will include historical antecedents for law, constitutional guarantees, different kinds of laws, adult and juvenile justice systems, personal rights and protections, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationship, social values and their impact on interpretations of the law, and the supremacy of the Constitution.
Prerequisites: None

HISTORY OF THE VIETNAM WAR (Grades 11 - 12)  2100400
Credit: 0.5  One Semester  Weighted: N  Bright Futures: C  SUS Admission: C
The class is a study of US in Vietnam from the fall of Dien Bien Phu to the fall of Saigon. In addition to military involvement and related domestic reactions, special emphasis will be placed on media’s role during the war, subsequent portrayals in American literature and film, and the war’s lasting impact.
Prerequisites: None

PHILOSOPHY HONORS (Grades 10 - 12)  2120910
Credit: 0.5  One Semester  Weighted: Y = 1  Bright Futures: C  SUS Admission: C
The purpose of this course is to enable students to explore the foundations of philosophy through a historical exploration of the great thinkers. The course will focus on the definition and application of philosophy, appropriate vocabulary, and the notion that everyone should be engaged in the ‘doing’ of philosophy.
OFFERED EVERY OTHER YEAR. OFFERED NEXT 2020-2021.
Prerequisites: None
SOCIAL STUDIES

HOLOCAUST HISTORY HONORS (Grades 10 - 12)  2109430
Credit: 0.5  One Semester  Weighted: N  Bright Futures: C  SUS Admission: C
The purpose of this course is to examine the concept of genocide through the lens of the most documented example in history of a systematic and deliberate attempt by one group of humans to annihilate another. Students will learn the causes, course, and consequences of the Holocaust in addition to the study of other genocidal events, before and after (i.e., Armenia, Rwanda, etc.) to prepare for their future as participating members of a global community.
Prerequisites: None

SOCIOLOGY (Grades 10 – 12)  2108300
Credit: 0.5  One Semester  Weighted: N  Bright Futures: C  SUS Admission: C
Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.
Prerequisites: None

MULTICULTURAL STUDIES (Grades 10 – 12)  2104600
Credit: 0.5  One Semester  Weighted: N  Bright Futures: C  SUS Admission: C
The purpose of this course is to study the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.
Prerequisites: None

INTERNATIONAL RELATIONS 2 HONORS (Grades 10 – 12)  2106445
Credit: 1.0  Year  Weighted: Y = 1  Bright Futures: C  SUS Admission: C
The purpose of this course is to study the analysis of major approaches to the study of international relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world’s democratic governments, and an investigation of career opportunities available in international relations.
Prerequisites: None
Career and Technical Education
Program Sequence Chart

<table>
<thead>
<tr>
<th>Digital Media/Multimedia Design Program</th>
<th>Engineering Pathways Program</th>
<th>Information &amp; Communications Technology</th>
<th>Advanced Placement Courses</th>
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<td>Introduction to Engineering Design Level 1</td>
<td>Information &amp; Communications Technology 1</td>
<td>AP Computer Science Principles</td>
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<td>Digital Media/Multimedia Design 1</td>
<td>Principles of Engineering Level 2</td>
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<td>Digital Media/Multimedia Design 2</td>
<td>Aerospace Engineering Level 3</td>
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<td>Digital Media/Multimedia Design 4</td>
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Industry Certification Alignment by Program

| Adobe Premier Pro & Photoshop | Autodesk Inventor, +RECF | RECF Pre-Engineering, Robotics Certification | IC3 Spark And IC3 |
The TV Production/Digital Media and Multimedia program represents a planned sequence of instruction comprised of four successive courses. Each course provides opportunities for students to enhance skills in history of television, advance video camera operation, post production skills in graphics, audio, and editing, scriptwriting and storyboarding, culminating in the production of complex video projects. Students will become proficient with the latest Digital studio media equipment, lighting and sound editing.

**Level 1** provides an introduction to presentation production issues, basic computer knowledge, illusion software, digital still photography, and photo editing software. Students may earn Adobe Certified Video Communication with Premiere Pro Industry Certification with a passing score on the Adobe Certification Exam. **Level 2** covers competencies in advanced design, color modes, and fonts. Students may earn Adobe Certified Visual Communication with Photoshop Industry Certification with a passing score on the Adobe Certification exam. **Level 3** emphasizes design layout software, and **Level 4** covers competencies in web page design, HTML and CSS, and software authoring for webpage design.

**Prerequisites:** For Levels 2, 3, and 4, Instructor Approval needed along with completion of the previous course in the sequence.

Career and Technical Credit: Yes

Fulfills Practical/Fine Art Credit

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### TECHNOLOGY

#### Engineering

**PLTW ENGINEERING Level 1: INTRODUCTION TO ENGINEERING DESIGN** 8600550
**PLTW ENGINEERING Level 2: PRINCIPLES OF ENGINEERING** 8600520
**PLTW ENGINEERING Level 3: AEROSPACE ENGINEERING** 8600620
**PLTW ENGINEERING Level 4: DESIGN AND DEVELOPMENT** 8600650

**INTRODUCTION TO ENGINEERING DESIGN- LEVEL 1** 8600550

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<th>Credit:</th>
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<th>Two Semesters</th>
<th>Weighted:</th>
<th>Bright Futures:</th>
<th>SUS Admission:</th>
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The first in the four-course series, this foundational course introduces students to the engineering design processes that will be used throughout the program sequence. Students apply Math, Science, ELA, and Engineering standards to design and create hands-on projects. Working individually and collaboratively, students research, analyze real-world problems, and work to design, develop, and defend solutions using specialized 3D Engineering Software and Engineering collection methods.
PRINCIPLES OF ENGINEERING – LEVEL 2  
8600520

Credit:  1.0  Two Semesters  Weighted: Y  Bright Futures: N  SUS Admission: E

This course deepens students understanding of the Engineering field, and the integral role played by Technology in Engineering environments. Students will become immersed in the skills required for the study of Engineering concepts: Mathematics, Science, and Technology. Key engineering topics such as mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics will be explored. Students will investigate the real-world implications associated with the social and political consequences of technological change, and explore engineering mechanisms, the strength of structures and materials, automation, and a broad range of Engineering topics. This study will serve as a springboard for sequential PTLW Engineering courses as well as for postsecondary engineering programs. Students will continue developing skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Pre-requisite:
Introduction to Engineering Design (Level 1-8600550)

AEROSPACE ENGINEERING – LEVEL 3  
8600620

Credit:  1.0  Two Semesters  Weighted: Y  Bright Futures: N  SUS Admission: E

Aerospace Engineering will immerse students in the fundamental concepts of atmospheric and space flight. Students will design airfoils, propulsion systems, and rockets using industry-standard software to create models illustrating orbital mechanics concepts. Students will apply Aerospace Engineering concepts to engage with and understand properties wind turbines, parachutes. Students simulate a progression of operations to explore planets, creating terrain maps using model satellite imaging software, and using the maps to executes missions using autonomous robots.

Pre-requisites:
PLTW Engineering: Introduction to Engineering Design (Level 1-8600550)
PLTW Engineering: Principles of Engineering (Level 2-8600520)

Career and Technical Credit:  Yes
Fulfills Practical/Fine Art Credit

ENGINEERING DESIGN AND DEVELOPMENT – LEVEL 4  
8600650

Credit:  1.0  Two Semesters  Weighted: Y  Bright Futures: N  SUS Admission: E

This course is intended to serve as a capstone course in the PLTW program sequence. The core skills and knowledge acquired throughout the PLTW Engineering Sequence converge in this final course in the four-part series, Engineering Design and Development. Students work to identify a real-world issue, then using a systematic approach, research, design, test, evaluate, and present and defend a new and innovative solution to the issue. Upon completion of Engineering Design and Development, the last course in the PTLW Engineering Sequence, students are prepared to begin a post-secondary engineering program or embark on a career in the Engineering field.

Pre-requisites:
PLTW Engineering: Introduction to Engineering Design (Level 1-8600550)
PLTW Engineering: Principles of Engineering (Level 2-8600520)
PLTW Engineering: Aerospace Engineering (Level 3-8600620)

Career and Technical Credit:  Yes
Fulfills Practical/Fine Art Credit
TECHNOLOGY
Advanced Placement Computer Science

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (Grades 9 - 12) 0200335

Credit:   1.0
Two Semesters
Weighted: Y = 1.5
Bright Futures: TBA
SUS Admission: TBA

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. The course focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives. The course is organized around seven big ideas: Creativity, Abstraction, Data and Information, Algorithms, Programming, The Internet, and Global Impact.

Recommended Prerequisite: Successful completion of Algebra 1.

ADVANCED PLACEMENT COMPUTER SCIENCE A (Grades 10 - 12) 0200320

Credit:   1.0
Two Semesters
Weighted: Y = 1.5
Bright Futures: N
SUS Admission: E

This course follows the description provided by the College Board. The AP Computer Science A curriculum is deliberately streamlined with a wide array of computing and STEM-related fields, and emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. The AP Computer Science A course is intended to serve as both an introductory course for computer science majors and as a course for people who will major in other disciplines and want to be informed citizens in today's technological society. It is recommended that students have previously completed or are concurrently enrolled in advanced science (physics) and mathematics courses.

Recommended Prerequisites:
Completion of Advanced Placement Computer Science Principles
Completion or concurrent enrollment in Algebra II and advanced science courses.
*AP Chinese

AP French Language

AP Spanish Language

*AP Spanish Literature

Chinese 4

French 4

Spanish 4

Pine View requires a minimum of three high school credits in the same language.

Chinese 3

French 3

Spanish 3

Chinese 2

French 2

Spanish 2

Chinese 1

French 1

Spanish 1

* Available only with adequate enrollment.
The purpose of this course is to continue to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding, building upon what they learned in middle school Spanish. The content includes beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is included, as well as the fundamentals of grammar.

**Prerequisite:** None (preferably grades 6 - 7 Spanish)

**SPANISH 2**

The purpose of this course is to reinforce the fundamental skills acquired previously by the students in Spanish I. This course develops increased listening, speaking, reading, and writing skills in the target language, as well as cultural awareness. The content includes an expansion of listening and oral skills. Reading and writing receive more emphasis, while oral communication remains the primary objective. This course continues the cultural survey of Spanish-speaking people.

**Prerequisite:** Spanish I

**SPANISH 3 HONORS**

The purpose of this course is to master and expand the skills acquired previously by the students in Spanish II. The content includes expansion of vocabulary, writing and conversational skills in the target language through discussions based on selected readings. Writing and grammar are key components of this course. Contemporary vocabulary is emphasized through activities imitating the everyday life of Spanish-speaking people.

**Prerequisite:** Spanish II

**SPANISH 4 HONORS**

The purpose of this course is to extend and apply the skills previously acquired by the students in Spanish III Honors. The content includes more advanced language structures and idiomatic expressions, with emphasis on the development of meaningful conversation in the target language for class discussion. Composition skills are enhanced by using correct language structures and prompts that encourage creative writing. Literary reading selections have been chosen to help the students discover that Spanish and Latin American literature are both wondrous and familiar at the same time. Current events articles are taken from the target language newspapers, magazines and websites. This course provides students with a solid foundation for AP Spanish Language and Culture and AP Spanish Literature.

**Prerequisite:** Spanish III

**ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

The purpose of this course is to further to develop oral and written fluency in the target language. The content includes the requirements of the Advanced Placement program guidelines. It is Pine View's expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.
ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE 0708410
Credit: 1.0  Two Semesters  Weighted: Y = 1.5  Bright Futures: C  SUS Admission: C

The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standard for Foreign Language in the 21st Century with special attention to critical reading and analytical writing, historical and literary sensitivity.

Prerequisite: AP Spanish Language

CHINESE 1 0711300
Credit: 1.0  Two Semesters  Weighted: N  Bright Futures: C  SUS Admission: C

The purpose of this course is to continue to introduce students to the target language and its culture, continuing to build upon what they learned in middle school Chinese. Contents include beginning skills in listening, speaking, reading, writing, typing and special attention to tones and pronunciation. An introduction of grammar is also included.

Prerequisite: None (preferably grades 6-7 Chinese)

CHINESE 2 0711310
Credit: 1.0  Two Semesters  Weighted: N  Bright Futures: C  SUS Admission: C

This course reinforces the fundamental skills previously acquired by students in Chinese I. This course develops increased listening, speaking, reading, writing and typing skills, as well as cultural awareness. Reading and writing receive more emphasis, while oral communication remains the primary objective.

Prerequisite: Chinese 1

CHINESE 3 HONORS 0711320
Credit: 1.0  Two Semesters  Weighted: Y = 1  Bright Futures: C  SUS Admission: C

The purpose of this course is to master and extend the skills previously acquired by the students in Chinese II. The content includes expansion of vocabulary and conversational skills through discussions based on selected readings. Contemporary vocabulary is stressed through activities imitating the everyday life of Chinese speaking people.

Prerequisite: Chinese 2

CHINESE 4 HONORS 0711330
Credit: 1.0  Two Semesters  Weighted: Y = 1  Bright Futures: C  SUS Admission: C

The purpose of this course is to master and extend the skills previously acquired by the students. The content includes more advanced language structures and idiomatic expressions, with an emphasis on conversation skills. Composition skills are enhanced by using correct language structures. Reading selections will vary.

Prerequisite: Chinese 3
ADVANCED PLACEMENT CHINESE LANGUAGE 0711340
Credit: 1.0 Two Semesters Weighted: Y = 1.5 Bright Futures: C SUS Admission: C
The purpose of this course is to further develop oral and written fluency in Chinese. The content is specified by the Advance Placement Program guidelines. A student who completes this course will comprehend and respond to spoken and written Chinese in a variety of contexts, describe an event or activity with linguistic accuracy, demonstrate cultural appropriateness, and use critical thinking skills. It is Pine View's expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.
Prerequisite: Chinese 4 and teacher approval

FRENCH 1 0701320
Credit: 1.0 Two Semesters Weighted: N Bright Futures: C SUS Admission: C
The purpose of this course is to continue to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding, building upon what they learned in middle school French. Content includes beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included, as well as the fundamentals of grammar.
Prerequisite: (preferably grades 5 - 7 French or Spanish)

FRENCH 2 0701330
Credit: 1.0 Two Semesters Weighted: N Bright Futures: C SUS Admission: C
The purpose of this course is to reinforce the fundamental skills previously acquired. Students develop increased listening, speaking, reading, and writing skills as well as cultural awareness. Reading and writing receive more emphasis, while oral communication remains the primary objective. This course continues the cultural survey of French-speaking people.
Prerequisite: French 1

FRENCH 3 HONORS 0701340
Credit: 1.0 Two Semesters Weighted: Y = 1 Bright Futures: C SUS Admission: C
The purpose of this course is to master and expand the skills previously acquired by the students. The content includes expansion of everyday vocabulary and conversational skills through group discussions, whole class debates, partner chats and skits. The practice of listening skills will be promoted through the exposure to authentic short films, movie excerpts, podcasts, and music video clips. These authentic media sources along with reading selections will broaden students' familiarity with the francophone culture and literature. In addition, students' acquisition of grammatical concepts as well as their critical thinking skills will be strengthened by the analysis, synthesis, and evaluation activities related to the reading and listening selections. This course provides students with a solid foundation for continuing on to French IV Honors, and AP French Language and Culture. By continuing in the French language program, students will increase their chances to either gain university credits through the AP exam, to place in higher language courses, or to test out of the foreign language requirement.
Prerequisite: French 2
WORLD LANGUAGES

FRENCH 4 HONORS

0701350
Credit: 1.0  Two Semesters  Weighted: Y = 1  Bright Futures: C  SUS Admission: C
The purpose of this course is to further expand the skills previously acquired by the students. The content includes more advanced language structures as well as a thorough review of the previously taught grammar. There will be additional growth in everyday and academic vocabulary. Students will continue improving their conversational skills by participating in partner conversations, group discussions, and presentations. The practice of listening skills will be promoted through the exposure to authentic short films, movie excerpts, podcasts, and music video clips. Writing skills will be strengthened through practice in composing blogs, short articles, and stories. Reading selections will broaden familiarity of the francophone culture and literature. This course provides students with a solid foundation for AP French Language and Culture.

Prerequisite: French 3

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

0701380
Credit: 1.0  Two Semesters  Weighted: Y = 1.5  Bright Futures: C  SUS Admission: C
AP French Language and Culture is a college-level course intended for students as the culmination of their high school French language studies. The three modes of communication (Interpersonal, Interpretive and Presentational) are integral components of the AP course. The six themes of the course explore francophone literature, culture and current events. Students are expected to complete the advanced placement exam at the end of the school year. Many colleges will grant university credits or place students in higher foreign language courses upon successful completion of the AP exam. For detailed information on this topic, please check the College Board website.

Prerequisite: French 4
ART

TWO-DIMENSIONAL STUDIO ART 1 (Grade 9-12) 0101300

Credit: 1.0 Two Semesters Weighted: N Bright Futures: N SUS Admission: E

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

TWO-DIMENSIONAL STUDIO ART 2 (Grade 10-12) 0101310

Credit: 1.0 Two Semesters Weighted: N Bright Futures: N SUS Admission: E

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Prerequisite: 2D Studio Art 1

PORTFOLIO DEVELOPMENT 2-DIMENSIONAL HONORS (Grade 11-12) 0109320

Credit: 1.0 Two Semesters Weighted: Y = 1 Bright Futures: N SUS Admission: E

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.

Prerequisite: 2D Studio Art 1 and 2

AP STUDIO ART DRAWING PORTFOLIO (Grade 12) 0104300

Credit: 1.0 Two Semesters Weighted: N Bright Futures: N SUS Admission: E

The purpose of this Advanced Placement course is to give an art student the opportunity to develop quality, concentration and breadth in drawing concepts, skills, and techniques. The content should include, but not be limited to, the experiences in the development of perceptual, conceptual, and technical aspects of drawing, painting and/or printmaking. Preparation of the appropriate number of works, digital documentation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Research analysis, sketchbook/journal, and aesthetic and historical criticism are required for this in-depth study in non-linear thinking. It is Pine View’s expectation that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.

Prerequisite: 2D Studio Art 1 and 2
THREE-DIMENSIONAL STUDIO ART 1 (Grade 9-12) 0101330
Credit: 1.0  Two Semesters  Weighted: N  Bright Futures: N  SUS Admission: E

Students 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. 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 craftsmanship and quality 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.

THREE-DIMENSIONAL STUDIO ART 2 (Grade 10-12) 0101340
Credit: 1.0  Two Semesters  Weighted: N  Bright Futures: N  SUS Admission: E

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 wheel-thrown 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. This course incorporates hands-on activities and consumption of art materials.

Prerequisite: 3D Studio Art 1

PORTFOLIO DEVELOPMENT 3-D HONORS (Grade 11-12) 0109330
Credit: 1.0  Two Semesters  Weighted: Y = 1  Bright Futures: N  SUS Admission: E

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, 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.

Prerequisite: 3D Level 1 and 2
### AP Studio Art 3-D Design Portfolio (Grade 12)

| Credit: | 1.0 | Two Semesters | Weighted: | Y = 1.5 | Bright Futures: | N | SUS Admission: | E |

The instructional goals of the AP 3D Studio Art program can be described as follows: To encourage creative and systematic investigation of formal and conceptual issues, emphasize making art as an ongoing process that involves the student in informed and critical decision making, help students develop technical skills and familiarize them with the functions of the visual elements; To encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. AP Art courses address three major concerns that are constants in the teaching of art: 1) A sense of quality in a student’s work; 2) the student’s concentration on a particular visual interest or problem; and 3) the student’s need for breadth of experience in the formal, technical, and expressive means of the artist. AP work should reflect these three areas of concern. Students must complete 16 pieces of art in this course.

**Prerequisite:** 3D Studio Art 1 and 2 and/or Drawing 1 and 2

### Digital Art Imaging 1 (Grades 9-12)

| Credit: | 1.0 | Two Semesters | Weighted: | N | Bright Futures: | N | SUS Admission: | N |

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students 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 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 camera required. A few digital cameras available for check out, but personal digital camera preferred.*

### Digital Art Imaging 2 (Grades 10-12)

| Credit: | 1.0 | Two Semesters | Weighted: | N | Bright Futures: | N | SUS Admission: | N |

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.

**Prerequisite:** Digital Art Imaging 1

*Digital camera required. A few digital cameras available for check out, but personal digital camera preferred.*

### Digital Art Imaging 3 Honors (Grades 11-12)

| Credit: | 1.0 | Two Semesters | Weighted: | Y = 1 | Bright Futures: | N | SUS Admission: | E |

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.

**Prerequisite:** Digital Art Imaging 2

*Digital camera required. A few digital cameras available for check out, but personal digital camera preferred.*
The instructional goals of the AP 2D Studio Art program can be described as follows: To encourage creative and systematic investigation of formal and conceptual issues, emphasize making art as an ongoing process that involves the student in informed and critical decision making, help students develop technical skills and familiarize them with the functions of the visual elements; To encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. AP Art courses address three major concerns that are constants in the teaching of art: 1) A sense of quality in a student's work; 2) the student's concentration on a particular visual interest or problem; and 3) the student's need for breadth of experience in the formal, technical, and expressive means of the artist. AP work should reflect these three areas of concern. Students must complete 24 pieces of art in this course.

**Prerequisite:** 2D Studio Art 1 and 2 or Digital Art Imaging Level 1 and 2

This course investigates the aesthetic content and historical context of images, icons, monuments, and shelter through analysis and written response about works of art from early times through contemporary art forms. A thematic approach enables students to compare and contrast works of various artists, periods, and styles. Non-Western Art, Sculpture, and Architectural forms are also examined for subject matter, purpose, and artist intent. It is Pine View’s expectations that all students enrolled in advanced placement courses register for, and complete the advanced placement exam at the end of the school year.

**Prerequisite:** Interview with the course instructor. Recommended PSAT R + W ≥ 60
ORCHESTRA

CONCERT ORCHESTRA

ORCHESTRA 3 (Grade 9)  1302380
Credit: 1.0  Two Semesters  Weighted: N  Bright Futures: N  SUS Admission: E

ORCHESTRA 4 (Grade 10)  1302390
Credit: 1.0  Two Semesters  Weighted: N  Bright Futures: N  SUS Admission: E

ORCHESTRA 5 HONORS (Grade 11)  1302400
Credit: 1.0  Two Semesters  Weighted: Y = 1  Bright Futures: N  SUS Admission: E

ORCHESTRA 6 HONORS (Grade 12)  1302410
Credit: 1.0  Two Semesters  Weighted: Y = 1  Bright Futures: N  SUS Admission: E

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
Prerequisite: Middle School Orchestra I and II or equivalent private study

CHAMBER ORCHESTRA

ORCHESTRA 3 (Grade 9)  1302380
Credit: 1.0  Two Semesters  Weighted: N  Bright Futures: N  SUS Admission: E

ORCHESTRA 4 (Grade 10)  1302390
Credit: 1.0  Two Semesters  Weighted: N  Bright Futures: N  SUS Admission: E

ORCHESTRA 5 HONORS (Grade 11)  1302400
Credit: 1.0  Two Semesters  Weighted: Y = 1  Bright Futures: N  SUS Admission: E

ORCHESTRA 6 HONORS (Grade 12)  1302410
Credit: 1.0  Two Semesters  Weighted: Y = 1  Bright Futures: N  SUS Admission: E

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
Prerequisite: Concert Orchestra or equivalent private study
Placement in Chamber Orchestra by audition only.
### CHORUS

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credit</th>
<th>Two Semesters</th>
<th>Weighted</th>
<th>Bright Futures</th>
<th>SUS Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHORUS 3 (Grade 9)</td>
<td>1303320</td>
<td>1.0</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>E</td>
</tr>
<tr>
<td>CHORUS 4 (Grade 10)</td>
<td>1303330</td>
<td>1.0</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>E</td>
</tr>
<tr>
<td>CHORUS 5 HONORS (Grade 11)</td>
<td>1303340</td>
<td>1.0</td>
<td>Y = 1</td>
<td>N</td>
<td>N</td>
<td>E</td>
</tr>
<tr>
<td>CHORUS 6 HONORS (Grade 12)</td>
<td>1303350</td>
<td>1.0</td>
<td>Y = 1</td>
<td>N</td>
<td>N</td>
<td>E</td>
</tr>
</tbody>
</table>

The purpose of these courses is to enable students to develop individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive signing, accurate interpretation of notation, and development of critical and aesthetic response to music. Content includes vocal production, choral performance techniques, music literacy, and sight reading and ear training. Students will understand the elements and characteristics of music, improvisation, composition, and arranging. Students will analyze their own and others’ performances and understand the role and influence of choral music and musicians. Connections between music and other subject areas will be made. Responsible participation in music activities is emphasized. This course requires students to participate in extra rehearsals and performances beyond the school day.

**Prerequisite:** Audition and teacher approval. Courses are taken in sequential order.

### VOCAL ENSEMBLE - THE PINE VIEW VOCAL ENSEMBLE

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credit</th>
<th>Two Semesters</th>
<th>Weighted</th>
<th>Bright Futures</th>
<th>SUS Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCAL ENSEMBLE 1 (Grade 9)</td>
<td>1303440</td>
<td>1.0</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>E</td>
</tr>
<tr>
<td>VOCAL ENSEMBLE 2 (Grade 10)</td>
<td>1303450</td>
<td>1.0</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>E</td>
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<tr>
<td>VOCAL ENSEMBLE 3 (Grade 11)</td>
<td>1303460</td>
<td>1.0</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>E</td>
</tr>
<tr>
<td>VOCAL ENSEMBLE 4 HONORS (Grade 12)</td>
<td>1303470</td>
<td>1.0</td>
<td>Y = 1</td>
<td>N</td>
<td>N</td>
<td>E</td>
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</tbody>
</table>

The purpose of these courses is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on healthy and expressive signing, accurate interpretation of notation, and development of critical and aesthetic response to music. Content includes vocal production, choral performance techniques, music literacy, and sight reading and ear training. Students will understand the elements and characteristics of music, improvisation, composition, and arranging. Students will analyze their own and others’ performances and understand the role and influence of choral music and musicians. Connections between music and other subject areas will be made. Responsible participation in music activities is emphasized. This course requires students to participate in extra rehearsals and performances beyond the school day.

**Prerequisite:** Audition and teacher approval. In the event of ties for placement in this select group seniority will be the tie breaker, followed by years in the Pine View Chorale. Courses are taken in sequential order.
MUSIC THEORY (Grades 9 - 12)  1300300

| Credit: | 1.0 | Two Semesters | Weighted: N | Bright Futures: N | SUS Admission: E |

This course will enable students to develop knowledge of basic music structures and elements and their uses in varied music styles and genres. Content will include rhythmic, melodic, and harmonic notation, ear training, sight reading, composition, arranging, improvisation, harmonic structure, analysis of compositional structure and form, and the influence of history and culture upon music composition.

This course is offered alternate years with AP Music Theory. This course is the equivalent of Music Theory I and II offered at other high schools. (2 years in one year.)

**Prerequisite:** The ability to read music.

ADVANCED PLACEMENT MUSIC THEORY (Grades 10 - 12)  1300330

| Credit: | 1.0 | Two Semesters | Weighted: Y = 1.5 | Bright Futures: X | SUS Admission: E |

A major component of any college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedures. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc.). It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student’s ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument.

**Prerequisite:** The successful completion of Music Theory. Recommended PSAT M + W ≥ 59.5
The purpose of these courses is to enable students to develop skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. Content includes technical skills, individual and ensemble techniques, performance styles, and jazz idioms, rhythms, and articulation. Improvisation skills are emphasized. Students will compose and arrange as well as analyze literature, and their own and others’ performances. Students will study history and the role and influence of jazz and contemporary music and musicians. Students will understand connections between music and other subject areas, as well as responsible participation in music activities. This course requires students to participate in extra rehearsals and performances beyond the school day.

This class will give students the opportunity to learn about and perform a variety of jazz styles.

**Prerequisite:** By audition and director’s approval. Courses are taken in sequential order.

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The purpose of these courses is to enable students to develop technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Content will include technical skills, individual and ensemble techniques, music literacy, sight reading and ear training. Students will analyze performances, and understand and apply skills in improvisation, composition, and arranging. Students will understand the elements and characteristics of music, and the role and influence of instrumental music and musicians. They will explore connections between music and other subject areas, and demonstrate responsible participation in music activities. These courses require students to participate in extra rehearsals and performances beyond the school day.

This course is to provide students with instruction in the development of technical skills on wind and percussion instruments.

**Prerequisite:** Director’s approval. Courses are taken in sequential order.
**BAND**

**WIND ENSEMBLE**

<table>
<thead>
<tr>
<th>INSTRUMENTAL TECHNIQUES 1 (Grade 9)</th>
<th>1302420</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: 1.0</td>
<td>Two Semesters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUMENTAL TECHNIQUES 2 (Grade 10)</th>
<th>1302430</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: 1.0</td>
<td>Two Semesters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUMENTAL TECHNIQUES 3 (Grade 11)</th>
<th>1302440</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: 1.0</td>
<td>Two Semesters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUMENTAL TECHNIQUES 4 HONORS (Grade 12)</th>
<th>1302450</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: 1.0</td>
<td>Two Semesters</td>
</tr>
</tbody>
</table>

The purpose of this ensemble is to enable students to further develop technical skills on a wind or percussion instrument through refinement and performance of wind band literature at a high level of difficulty. Emphasis will be placed on an advanced development of skills and interpretation of all aspects of note reading and the employability of musicianship. Content will include technical skills, solo and ensemble techniques, sight reading and ear training. A thorough understanding of music theory will be introduced, along with knowledge of important composers and musicians. Students will explore connections between music and other subject areas and demonstrate responsible participation in music activities. An audition is required before registration for this course can be completed. This course requires students to participate in extra rehearsals and performances beyond the school day.

This course is to provide students with instruction in advanced development of technical skills and musicianship on wind and percussion instruments.

**Prerequisite:** By audition and director approval. Courses are taken in sequential order.
HEALTH/PHYSICAL EDUCATION

TEAM SPORTS 1 (Grades 9 – 12) 1503350
Credit: 0.5  One Semester  Weighted: N  Bright Futures: N  SUS Admission: N

Students will learn safety practices, skills, techniques, rules and strategies in selected team sports, health-related components of fitness will be emphasized. The selected team sports may include, but not be limited to team handball, flicker ball, gatorball, speedball, field hockey, and track and field.
Special Note: Activities selected in Team Sports I may not be repeated in Team Sports II.

TEAM SPORTS 2 (Grades 9 – 12) 1503360
Credit: 0.5  One Semester  Weighted: N  Bright Futures: N  SUS Admission: N

Students will acquire knowledge of team sports play, develop skills in selected team sports and maintain or improve their health-related fitness levels. Students must understand and be able to apply the physiological principles related to exercise and training. The selected team sports may include, but not limited to angle ball, soccer, volleyball, basketball, softball, flag football, and Frisbee games.
Special Note: Activities selected in Team Sports II must be different from those taught in Team Sports I.

HOPE – PHYSICAL EDUCATION (Grades 9 – 12) 3026010
Credit: 1.0  Two Semester  Weighted: N  Bright Futures: N  SUS Admission: C

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmark below, 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; Health Advocacy; First Aid/CPR; Alcohol, Tobacco, and Drug Prevention; Human Sexuality including Abstinence and HIV; Internet Safety.
The Pine View Senior Externship Experience is a blended 1-credit course designed to prepare students for college and career. This course is comprised of two 1-hour classroom sessions each week, four web-based sessions (2 online sessions per semester), and completion of 140 Externship hours in a professional setting of the student's choosing. The course is designed to represent the expectations that will be placed upon students in college, careers, and beyond. The Senior Externship Experience is designed to provide students with the opportunity to engage in self-directed career exploration, combined with a classroom experience focused on the transition process from high school to post-secondary and career environments. Parents are encouraged to investigate school insurance options. There is a fee associated with this course.

**Prerequisite:** 3.25 GPA, three teacher recommendations, excellent attendance, own transportation, and 4-6 hours per week availability to fulfill externship requirements. Please meet with Externship instructor for information packet.
APPENDIX A: TOOLS

❖ AP Course Comparison Table
❖ Time Budget Sheet
❖ Mapping Out Your Four-Year Plan
❖ Online Resources
❖ Online Course Work Expectations
## AP COURSE COMPARISON TABLE

### Language Arts

<table>
<thead>
<tr>
<th>AP Course Title</th>
<th>Recommended Grade-Level(s)</th>
<th>Recommended PSAT Score</th>
<th>Credit</th>
<th>Typical Assignments/Workload</th>
<th>Avg HW Hrs/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language &amp; Composition</td>
<td>11, 12</td>
<td>R+W ≥ 55</td>
<td>1*</td>
<td>Weekly reading analysis; Weekly LOC; Weekly vocab; Quarterly book projects (350 pages); 6 &quot;Follow the Columnist&quot; summaries; College research essay; Mock</td>
<td>3</td>
</tr>
<tr>
<td>AP Literature &amp; Composition</td>
<td>12</td>
<td>R+W ≥ 60</td>
<td>1*</td>
<td>Nightly reading (10-20 pages); Regular reading checks; Weekly vocab; Quarterly reading projects; Mock</td>
<td>6</td>
</tr>
<tr>
<td>AP Capstone Seminar</td>
<td>11, 12</td>
<td>Teacher Rec</td>
<td>1E</td>
<td>Nightly reading; Weekly Application Exercises and Applications; Ongoing; Assessments and Practice Assessment; Long-Term Performance Task Assessments</td>
<td>5</td>
</tr>
<tr>
<td>AP Capstone Research</td>
<td>12</td>
<td>Teacher Rec</td>
<td>1E</td>
<td></td>
<td>TBD</td>
</tr>
</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th>AP Course Title</th>
<th>Recommended Grade-Level(s)</th>
<th>Recommended PSAT Score</th>
<th>Credit</th>
<th>Typical Assignments/Workload</th>
<th>Avg HW Hrs/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus AB</td>
<td>11, 12</td>
<td>M ≥ 31.5</td>
<td>1E</td>
<td>Nightly review and practice; Two tests per quarter; Mock</td>
<td>5</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>11, 12</td>
<td>M ≥ 31.5</td>
<td>1E</td>
<td>Nightly review and practice; 4 tests per quarter; End-of-year project; Mock</td>
<td>8</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>10 - 12</td>
<td>R+M ≥ 60.5</td>
<td>1E</td>
<td>Nightly practice problems; Monthly tests; Mock</td>
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### Science

<table>
<thead>
<tr>
<th>AP Course Title</th>
<th>Recommended Grade-Level(s)</th>
<th>Recommended PSAT Score</th>
<th>Credit</th>
<th>Typical Assignments/Workload</th>
<th>Avg HW Hrs/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology</td>
<td>See pre-reqs</td>
<td>R+M ≥ 61.5</td>
<td>1E</td>
<td>Nightly review and reading (1-2 sections/night); End-of-year project; Mock</td>
<td>5</td>
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<tr>
<td>AP Chemistry</td>
<td>See pre-reqs</td>
<td>R+M ≥ 62.5</td>
<td>1E</td>
<td>Nightly review and practice; 4 tests per quarter; End-of-year project; Mock</td>
<td>5</td>
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<tr>
<td>AP Environmental Science</td>
<td>See pre-reqs</td>
<td>R+M ≥ 59</td>
<td>1E</td>
<td>Vocabulary Study; 30+ pages of reading/week; End of Chapter Preparing for AP Exam questions; 1 Lab per week; 2 tests per quarter (2-4 Chapters each); Midterm and Mock</td>
<td>3</td>
</tr>
<tr>
<td>AP Physics 1</td>
<td>See pre-reqs</td>
<td>R+M ≥ 65.5</td>
<td>1E</td>
<td>Nightly homework (varies)</td>
<td>8</td>
</tr>
<tr>
<td>AP Course Title</td>
<td>Recommended Grade-Level(s)</td>
<td>Recommended PSAT Score</td>
<td>Credit</td>
<td>Typical Assignments/Workload</td>
<td>Avg HW Hrs/Week</td>
</tr>
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<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>AP Physics 2</td>
<td>See pre-reqs</td>
<td>R+M ≥ 65.5</td>
<td>1&lt;sup&gt;E&lt;/sup&gt;</td>
<td>Nightly homework (varies)</td>
<td>8</td>
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<tr>
<td>AP Physics C</td>
<td>See pre-reqs</td>
<td>R+M ≥ 65.5</td>
<td>1&lt;sup&gt;E&lt;/sup&gt;</td>
<td>Nightly review and practice; 4 tests per quarter; End-of-year project; Mock</td>
<td>5</td>
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<tr>
<td><strong>Social Studies</strong></td>
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<td></td>
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<tr>
<td>AP Comparative Government</td>
<td>11, 12</td>
<td>EBRW+M ≥ 1210</td>
<td>0.5&lt;sup&gt;E&lt;/sup&gt;</td>
<td>Nightly textbook reading (15 pages) and notes; Weekly chapter quizzes; Weekly current event article; Bi-weekly tests (MC + FRQ); Semester project; Mock</td>
<td>6</td>
</tr>
<tr>
<td>AP European History</td>
<td>10 - 12</td>
<td>EBRW+M ≥ 1110</td>
<td>1&lt;sup&gt;E&lt;/sup&gt;</td>
<td>Summer reading, <em>The Prince</em> by Machiavelli; 2-3 units per quarter; Nightly textbook reading (10 pages); Primary source projects each unit; Unit tests</td>
<td>3</td>
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<tr>
<td>AP Human Geography</td>
<td>9 - 12</td>
<td>EBRW+M ≥ 1130</td>
<td>1&lt;sup&gt;E&lt;/sup&gt;</td>
<td>Nightly textbook reading (5 pages) &amp; outline notes; Bi-weekly chapter quizzes; Monthly Unit tests (MC &amp; FR); Weekly Current Events Article; Midterm and Mock</td>
<td>3</td>
</tr>
<tr>
<td>AP Macroeconomics (with Financial Literacy)</td>
<td>12</td>
<td>R+M ≥ 62.5</td>
<td>0.5&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Weekly practice quizzes; Weekly quizzes (MC and FRQ); Quiz corrections as needed; Quarterly project; Quarterly cumulative Midterm and Mock</td>
<td>2</td>
</tr>
<tr>
<td>AP Microeconomics</td>
<td>11, 12</td>
<td>R+M ≥ 60</td>
<td>0.5&lt;sup&gt;E&lt;/sup&gt;</td>
<td>Weekly practice quizzes; Weekly quizzes (MC and FRQ); Quiz corrections as needed; Quarterly project; Quarterly cumulative test/Mock</td>
<td>3</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>11, 12</td>
<td>EBRW+M ≥ 1080</td>
<td>1&lt;sup&gt;E&lt;/sup&gt;</td>
<td>Bi-weekly textbook outline &amp; vocab; Bi-weekly tests (MC and FRQ); Semester project; Mock</td>
<td>2</td>
</tr>
<tr>
<td>AP U.S. Government and Politics</td>
<td>12</td>
<td>EBRW+M ≥ 1210</td>
<td>0.5&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Summer reading, <em>Peep Show</em>; Weekly current events; Bi-weekly tests (MC)</td>
<td>3</td>
</tr>
<tr>
<td>AP United States History</td>
<td>11</td>
<td>EBRW+M ≥ 1140</td>
<td>1&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Nightly textbook/article reading (7-10 pages) and notes; 2 tests per quarter; 1 project per quarter</td>
<td>5</td>
</tr>
<tr>
<td>AP World History</td>
<td>10 - 12</td>
<td>EBRW+M ≥ 1110</td>
<td>1&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Summer Reading, <em>King Leopold’s Ghost</em>; Regular textbook reading (10 pages/week); Weekly writings: DBQ/LEQ/SAQ; Monthly tests; Quarterly projects; Midterm; Mock</td>
<td>4</td>
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</tbody>
</table>

### Technology

<table>
<thead>
<tr>
<th>AP Course Title</th>
<th>Grade-Level(s)</th>
<th>Recommended PSAT Score</th>
<th>Credit</th>
<th>Typical Assignments/Workload</th>
<th>Avg HW Hrs/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Computer Science A</td>
<td>10 - 12</td>
<td>R+M ≥ 61.5</td>
<td>1&lt;sup&gt;E&lt;/sup&gt;</td>
<td>TBD</td>
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<tr>
<td>AP Computer Science Principles</td>
<td>9 - 12</td>
<td>Teacher Rec</td>
<td>1&lt;sup&gt;E&lt;/sup&gt;</td>
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## World Languages

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<tr>
<th>AP Course Title</th>
<th>Recommended Grade-Level(s)</th>
<th>Recommended PSAT Score</th>
<th>Credit</th>
<th>Typical Assignments/Workload</th>
<th>^Avg HW Hrs/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Chinese Language</td>
<td>11, 12</td>
<td>Teacher Rec</td>
<td>1E</td>
<td>Mock; Bi-weekly vocabulary &amp; grammar quizzes; 1-2 essays per quarter</td>
<td>TBD</td>
</tr>
<tr>
<td>AP French Language &amp; Culture</td>
<td>11, 12</td>
<td>Teacher Rec</td>
<td>1E</td>
<td>Bi-weekly readings and writing analysis; Bi-weekly tests</td>
<td>TBD</td>
</tr>
<tr>
<td>AP Spanish Language &amp; Culture</td>
<td>11, 12</td>
<td>Teacher Rec</td>
<td>1E</td>
<td>Bi-weekly readings and writing analysis; Bi-weekly tests</td>
<td>TBD</td>
</tr>
<tr>
<td>AP Spanish Literature &amp; Culture</td>
<td>11, 12</td>
<td>Teacher Rec</td>
<td>1E</td>
<td>TBD</td>
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## Art / Music

<table>
<thead>
<tr>
<th>AP Course Title</th>
<th>Recommended Grade-Level(s)</th>
<th>Recommended PSAT Score</th>
<th>Credit</th>
<th>Typical Assignments/Workload</th>
<th>^Avg HW Hrs/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Art History</td>
<td>10 - 12</td>
<td>R+W ≥ 60</td>
<td>1E</td>
<td>Nightly textbook reading and video notes; Bi-weekly tests; Mock</td>
<td>3</td>
</tr>
<tr>
<td>AP Drawing</td>
<td>10 - 12</td>
<td>Teacher Rec</td>
<td>1E</td>
<td>12 concentration pieces; 12 breadth pieces</td>
<td>6</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>10 - 12</td>
<td>M+W ≥ 59.5</td>
<td>1E</td>
<td>Weekly worksheets; Weekly dictation tests; Mock exam</td>
<td>2</td>
</tr>
<tr>
<td>AP Studio Art 2D</td>
<td>11, 12</td>
<td>Teacher Rec</td>
<td>1E</td>
<td>12 concentration pieces; 12 breadth pieces</td>
<td>3</td>
</tr>
<tr>
<td>AP Studio Art 3D</td>
<td>11, 12</td>
<td>Teacher Rec</td>
<td>1E</td>
<td>12 concentration pieces; 8 breadth pieces</td>
<td>1</td>
</tr>
</tbody>
</table>

This document should be used in conjunction with guidance staff and parents while making final scheduling decisions.

*Co-rec, can be taken concurrently     * Fulfills Grad Requirement     E Elective

^Avg HW Hours/Week: some weeks will demand more time outside of class than others, so this number is an estimate; some students may need to spend more/less time on certain courses, as each learner is different; the number of hours listed reflects the general consensus from students and teachers as to the amount of time most, but not all, students should expect to spend outside of class to master content and complete assignments on time.

Recommended PSAT scores predict that a student with that score has a 60% chance of earning a 3 or higher on the AP exam for that course. The link to the AP Course Expectancy Tables with recommended PSAT scores in this course catalog can be found using the following link. [https://apppotential.collegeboard.org/app/welcome.do](https://apppotential.collegeboard.org/app/welcome.do)

M = Math test score     R+M = Reading + Math test scores     R+W&L = Reading + Writing test scores
M + W & L = Math + Writing and Language test scores     EBRW + M =Evidence-Based Reading and Writing + Math section scores

“Bi-weekly” means “once every two weeks”

Please note that the recommended PSAT score is used as a guideline through the CollegeBoard AP Potential and is intended to help students make informed course selections. It is not intended to discourage a motivated student from registering for an AP course.

*Grade Levels presented are recommended. Scheduling priority will be given to the stated Grade Level. Additional seats may be filled by underclassmen if they meet the requirements.*
### My Time Budget:

<table>
<thead>
<tr>
<th>Weekday Activity (Mon-Fri)</th>
<th># Hours/Day</th>
<th>Portion of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping</td>
<td>8</td>
<td>33%</td>
</tr>
<tr>
<td>Personal Care (eating, bathing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Curriculars (clubs, sports, job)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Responsibilities (chores)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Day</td>
<td>7</td>
<td>29%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study/Homework</td>
<td>24 - total =</td>
<td>100% - total =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekend Activity (Sat - Sun)</th>
<th># Hours/Day</th>
<th>Portion of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping</td>
<td>8</td>
<td>33%</td>
</tr>
<tr>
<td>Personal Care (eating, bathing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Curriculars (clubs, sports, job)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Responsibilities (chores)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study/Homework</td>
<td>24 - total =</td>
<td>100% - total =</td>
</tr>
</tbody>
</table>

### How much time will you have per week to study or do homework?

1. How much time do you have during the week to spend on studying or homework each day?
   
   Daily study/HW hours x 5 = __________

2. How much time do you have during the weekend to spend on studying or homework?
   
   Daily study/HW hours x 2 = __________

3. How much total time **available** will you have for homework each week? (add answers from #2 to #3) = __________

   *As you mature, your studying and reading skills should improve to make you a more efficient student. To account for room to grow, take your total and add 3 hours if you will be a freshman, 2 hours if you will be sophomore, and 1 hour if you will be a junior. Sophomores/Juniors should also account for the added task of ACT and SAT prep and testing. Seniors should account for the added task of college and scholarship applications. Consider where you would add this into your to overall time budget.*

### How much studying/homework time will the schedule you’re considering demand of you each week?

Use the “AP Course Comparison Table,” to list the courses you are considering and fill in the expected homework time for each.

<table>
<thead>
<tr>
<th>Course</th>
<th>Avg Studying/HW Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Total*

*Growth Hours*

**Total Weekly Studying/HW Time Expected**

4. Looking at the workload for each course description, how much time can you expect to spend on homework each week? __________

5. Figure out if you have enough time to handle this workload:  
   Time Available – Time Expected = __________

6. Does this schedule fit your budget? If not, what changes can you make?
With so many choices in high school, it is important to plan ahead! Taking the right courses and earning the correct number of credits each year can ensure that you are on track for graduation from Pine View School. It is also important to personalize your high school experience by incorporating classes that may lead to your future college major and career.

**Graduation Requirements:** In order to graduate from Pine View School, students must complete at least 26 credits, including four years of English, four years of math, three years of science, one credit in World History, one credit in American History, .5 credit in American Government, .5 credit in Economics, three credits in a World Language, one credit in a Performing/Fine Art, 1 credit of HOPE, and must take one online class. Students must also pass the 10th Grade FSA test, and the Algebra I EOC.

Students are encouraged to participate in **community service** hours in order to keep the doors open for the Florida Bright Futures Scholarship as well as other scholarship opportunities.

**Every year in high school brings some added responsibilities:**

**9th Grade Year:** Students can begin community service hours and are able to begin taking the online HOPE class after graduation from 8th grade. Students are encouraged to become involved with high school clubs and activities. We also encourage students to begin looking on the Pine View website: [pvscollegecounseling.com](http://pvscollegecounseling.com). Students can find helpful links to interest inventories.

**10th Grade Year:** Students are encouraged to attend the Sarasota County College Fair at Robarts Arena in the fall. Students are also encouraged to begin visiting college campuses. Students are not expected to know what they would like to study in college. It is the perfect time to begin looking at colleges and college major opportunities. We encourage students to continue looking on the Pine Website. Students can find helpful links to college search engines.

**11th Grade:** Students are expected to take an ACT or an SAT test (or both). Students are encouraged to continue to visit college campuses. In the spring, 11th grade students will be introduced to College Essay Writing and will meet our College Advisor for more information about the college application process. Students should continue to use the Pine View website. Students can find helpful links to standardized testing.

**12th Grade:** Students will be working on college applications and essays in the fall. They will be looking for scholarships in the spring. Students are encouraged to use the Pine View website and specifically read information included in the “Applying to College” tab. Scholarship information can be found on the site as well as in Naviance.

- **Community Service:** Grades 9-12
- **College Campus Visits:** Grades 10-12
- **SAT and or ACT tests:** Grade 11
- **Complete the FAFSA:** Grade 12 in October
- **Register for Bright Futures:** Grade 12 in October

Pine View website: [pvscollegecounseling.com](http://pvscollegecounseling.com)
### Pine View Graduation Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4</td>
</tr>
<tr>
<td>English I, II, and two other language arts classes</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4</td>
</tr>
<tr>
<td>Algebra I, Geometry, Algebra II and a fourth math class</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3</td>
</tr>
<tr>
<td>Biology and two other science classes</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3</td>
</tr>
<tr>
<td>World History, American History, American Government and Economics</td>
<td></td>
</tr>
<tr>
<td><strong>HOPE or HOPE waiver request</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>3</td>
</tr>
<tr>
<td>Three years of the same world language</td>
<td></td>
</tr>
<tr>
<td><strong>Performing/Fine Arts class</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Online class</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>26</td>
</tr>
</tbody>
</table>

*Clarifying elective credits: Any additional academic class will be included in the elective category.*
Online Resources

❖ Use the URLs from College Board website for each respective course to learn more about each: https://apstudent.collegeboard.org/apcourse


❖ Visit “Check your student PSAT score reports”: https://studentscores.collegeboard.org/home

❖ Visit “Courses that compliment different career paths”: https://apstudent.collegeboard.org/exploreap/ap-and-your-future
On line Course Work Expectations: Pine View School for the Gifted

Pine View believes strongly in providing a qualitatively different learning environment that nurtures the needs of gifted students. When possible, students should take classes in person with highly qualified, gifted-endorsed instructors.

Limited seats are available to students who opt to take an online course. Seats are available during periods 1-9 in the media center or in a teacher’s classroom. Priority scheduling is provided to students enrolled in graduation requirement courses not offered on the PV campus such as HOPE.

All students enrolled in online courses are required to make continuous and steady progress in their online course and will be monitored weekly. Students who are not making adequate progress may be removed from the course through the online provider. Students not making adequate progress may be required to attend Saturday school at Pine View to catch up on work that should have been completed during the class period provided during their school day. An online period is not to be considered a study hall and work for other classes is not permitted.

A student beginning a course at the onset of the school year should complete the course within the school year. Pacing is expected to align to the school calendar. For example, a student enrolled in a full year online course should be 100% complete with segment one by the end of semester one and be 100% complete with segment two by the end of the school year. Students enrolled in an online course that requires an End of Course (EOC) exam must be >80% complete of the entire course by the time EOC testing takes place in the spring as they will be expected to participate in state-wide EOC testing.

Students may wish to schedule their phone conferences with online instructors during their class period. This practice is allowed with advance permission of the Pine View instructor charged with monitoring the class. At all other times cell phones are not permitted during the online period. Students may use school issued computers or bring their own device to work on their online course (cell phones excluded).

**Students who are taking online courses which are required for graduation outside of their school day will also be monitored and accountable for maintaining progress.**