

# AP and Dual Enrollment Night

Wesley Chapel High School



72% of college students  
indicate they would have  
taken higher-level, more  
challenging courses given  
what they know now about  
the expectations of college.

*-Achieve Survey, 2014*



# Dual Enrollment (DE)



# What is Dual Enrollment?

- Dual Enrollment (DE) is designed for academically talented students who want to accelerate their college careers.
- Students receive high school AND college credit for DE courses successfully passed (C or higher).
- Classes are weighted on a 5.0 scale.
- Universities recommend taking rigorous coursework.
- Students can work towards an Associate's Degree.



# Dual Enrollment Eligibility Requirements

- Minimum unweighted high school GPA 3.0
- DE students must maintain a 2.0 GPA in all PHSC courses
- Minimum test scores

## ACT

Reading: 19  
English: 17  
Math: 19/21

## SAT

Reading: 24  
Writing: 25  
Math: 24/26

## PERT

Reading: 106  
Writing: 103  
Math: 114/123

\* Students will only be able to take up to 12 semester hours of DE without a minimum math score, but they have to at least have attempted a math test to be DE eligible.



# Dual Enrollment Opportunities

## **The number of credit hours that can be accessed are:**

- 12th grade DE students may enroll in no more than 16 credit hours (online or face to face).
- 11th grade DE students may enroll in no more than 16 credit hours (online or face to face).
- 10th grade DE students may enroll in no more than 16 credit hours (online or face to face). Of the 16 credit hours, only 7 credit hours may be taken at PHSC.
- 9th grade DE students may enroll in no more than 16 credit hours on their high school campus or through Pasco eSchool. Of the 16 hours, students may choose to enroll in a maximum of 3 credit hours online through PHSC.





# Dual Enrollment (On Campus)

- English Composition I (ENC 1101)
- English Composition II (ENC 1102)
- Marine Biology (BSC 1311)
- Intro to Oceanography (BSC 2011)
- History of the United States 1 (AMH 2010)
- History of the United States 2 (AHM 2020)
- Beginning Spanish 1 (SPN1120)
- Beginning Spanish 2 (SPN1121)

\*NOTE: If a DE course is offered on the High School campus, the course **MUST** be taken on the High School campus. The student will not be permitted to take it on the PHSC campus.



# Dual Enrollment (Pasco eSchool)

- Humanities (Spring 2023)
- Introduction to Business
- Introduction to Computer Applications
- Introduction to Entrepreneurship
- Introduction to Public Speaking

**\*These classes cannot be taken at PHSC and must be taken through Pasco eSchool.\***





# Dual Enrollment (Off Campus)

- Students can also take courses at a PHSC campus or online through PHSC beyond what is offered at WCHS.
- Visit [PHSC.edu](http://PHSC.edu) to view classes offered.
- Meet with your school counselor to review your desired courses and discuss the registration process.
- Students will register electronically for their courses.



# Full-time Dual Enrollment Status

- Eligible 11th and 12th grade students can enroll full-time (minimum of 12 credit hours per semester and a maximum of 16 credit hours per semester) at PHSC in courses that are creditable toward a high school diploma and an Associate's Degree.
- To be considered a full-time Dual Enrollment student requires a minimum of 12 college credit hours.



# Steps to Enroll

- Meet with your school counselor to discuss eligibility.
- New DE students need to complete the PHSC Dual Enrollment application online at [admissions.phsc.edu](https://admissions.phsc.edu)
  - Look under Get Started (High School Students) for details on the Dual Enrollment program
- Provide qualifying scores for PERT/SAT/ACT to your school counselor.
- WCHS will offer the PERT test on-campus on Wednesday, January 25th. Students must register with their counselor by Tuesday, January 17th.
- Students may also take the PERT at PHSC (twice within a two-year period)



# Enrollment Process

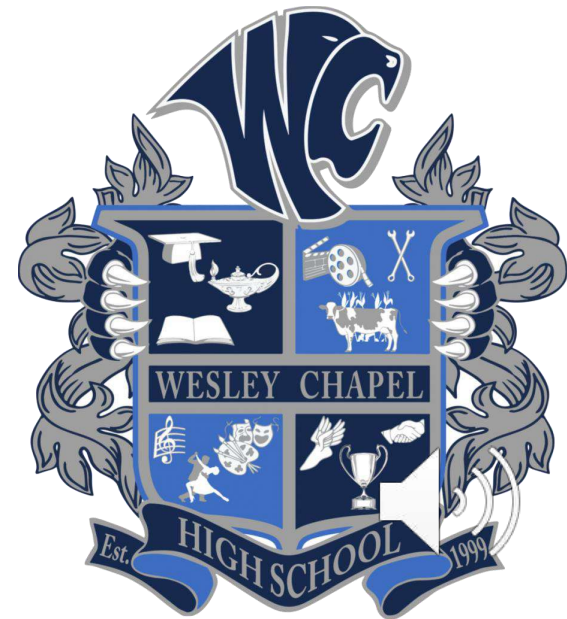
If you plan on taking Dual Enrollment courses for the first time in the Fall you must:

1. Complete PHSC Dual Enrollment application
2. Complete PHSC New Student Orientation (PHSC Canvas)
3. Complete PHSC Online Readiness (PHSC Canvas) \*online courses
4. Complete PHSC Dynamic Form and get parent approval
5. Register for classes on PHSC campus through PHSC WISE account (not needed for classes through WCHS or Pasco eSchool)



# Textbook Information

- Textbooks are provided by Pasco County Schools at no cost to the student.
- Students must return the prior terms textbooks on the dates specified before new books can be picked up.
- Students must bring their course schedule to verify the courses in which they are enrolled before books will be distributed.
- If a student receives a voucher for any or all of their textbooks, it must be used within 30 days of the published PHSC “drop date.”



# Important Considerations for Students Transferring to a University

Students who **earn their AA degree with their HS diploma:**

- Do not transfer automatically transfer as junior level students
- Compete for admission with other freshmen applicants
- Will be required to earn a minimum of 12 credit hours in lower-level courses prior to transferring as an upper-level student





# AA Changes Coming...

- **University of Florida:** If a student does not get admitted in the freshman round, their application will be sent to the major they selected. Must meet all pre-requisites.
- **Florida State University:** If a student does not get admitted in the freshman round, their application will be sent to the major they selected. Must meet all pre-requisites.
- State public universities must have plans in place for high school students who have earned an AA by Fall 2024.

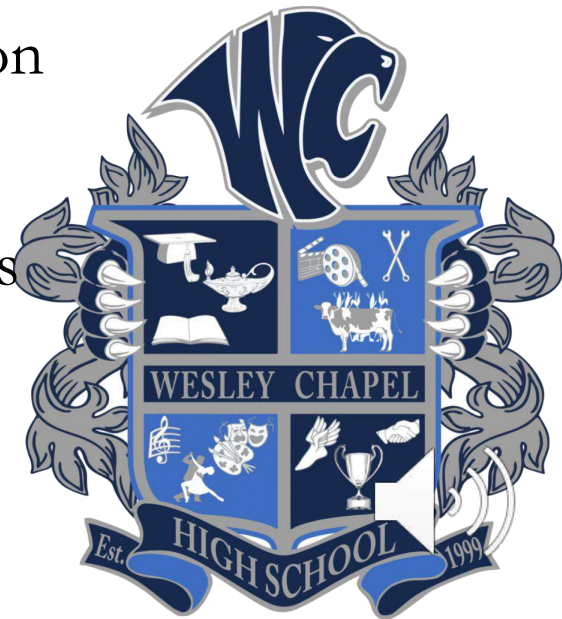
**Pre-requisite Manual: [cpm.flvc.org](http://cpm.flvc.org)**



# Important Considerations for Students Transferring to a University

Students who graduate from high school prior to earning an AA degree may choose to continue at PHSC post-graduation. Benefits include:

- Can continue taking courses toward an AA degree at a lower tuition rate
- Transfer as juniors upon the completion of the AA degree (Application required and 12 hours must be earned after high school graduation.)
- Are not required to have college entrance test scores and higher GPAs required for freshman applicants



# Keep in Mind

- Grades count for college AND high school. The courses you take in a dual enrollment program are real college courses—meaning they'll go on your transcript and stay there forever.
- Will be denied admission to a Florida public university if their Dual Enrollment GPA is less than a 2.5
- Some schools may not accept all—or any—credits earned through a dual enrollment program. Be sure to check with your chosen schools to make sure credits are accepted.
- DE teachers cannot discuss student progress as this is a college level course.
- Learning accommodations must be approved through PHSC.

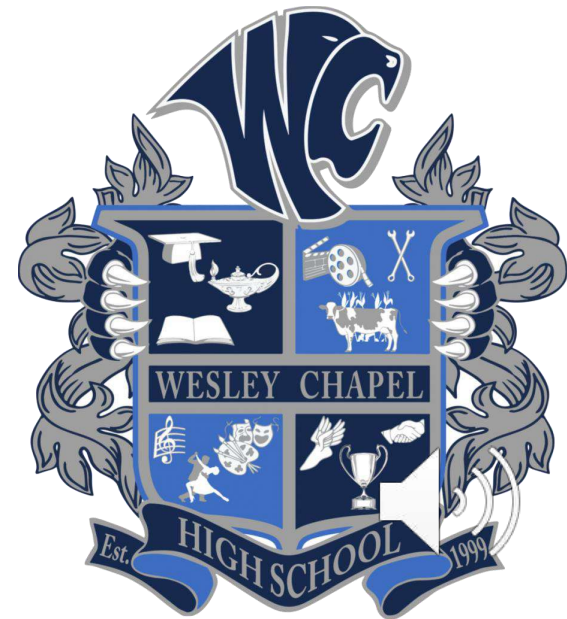


# Advanced Placement (AP)



# What is Advanced Placement?

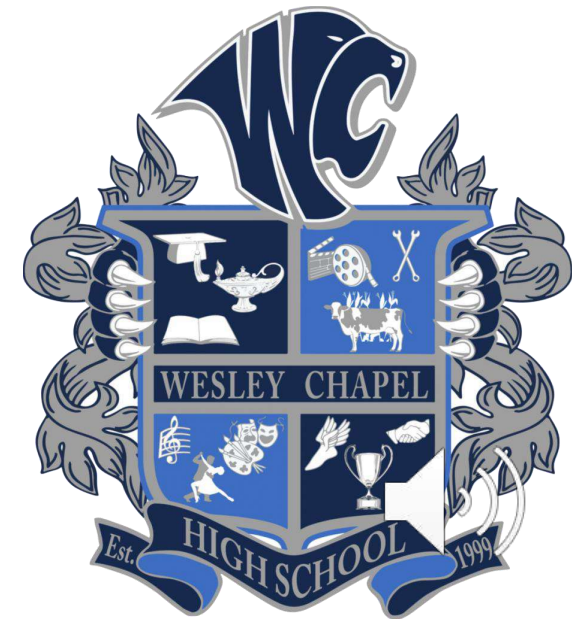
- Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>) **courses** are college-level courses offered in high school.
- At the end of the course, students take **AP Exams**—standardized exams that measure how well students have mastered college-level course work.
- AP Exams are scored on a scale of **1 to 5**. Many U.S. colleges grant credit and/or advanced placement for scores of **3 or above**.





# The Benefits of AP Courses

- AP courses are often the most interesting and fulfilling courses a student takes in high school.
- AP teachers are among the most prepared, dedicated, and inspiring teachers at their schools.
- Students develop confidence and learn the study habits and time management skills essential for success in college.





# AP and College Admission

- Colleges rank “Grades in college prep courses” and “Strength of curriculum” as the **top two factors** in the admission decision.\*
- 85% of selective colleges and universities report that a student’s AP experience **favorably impacts** admission decisions.\*\*

\* 2009 State of College Admission, NACAC

\*\* Unpublished institutional research, Crux Research Inc. March 2007



# AP Courses Offered at WCHS

- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science
- AP English Literature and Composition
- AP English Language and Composition
- AP Human Geography
- AP World History
- AP US History
- AP Government
- AP Macroeconomics
- AP Psychology
- AP Precalculus (Fall 2023)
- AP Calculus
- AP Statistics
- AP Spanish
- AP Seminar (Capstone Diploma)
- AP Research (Capstone Diploma)



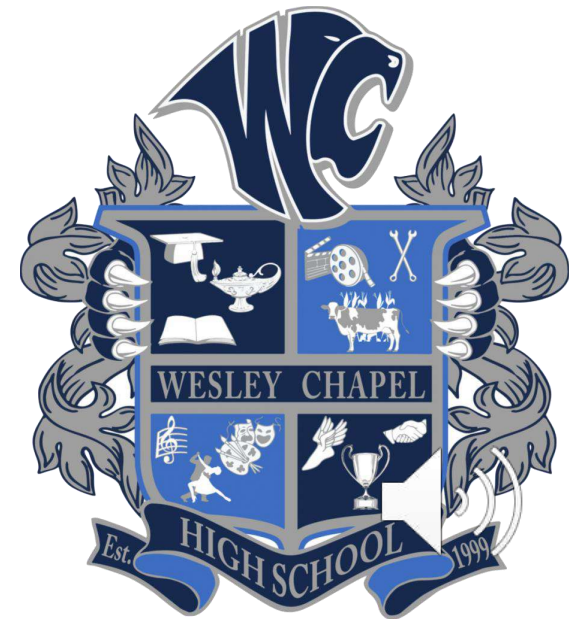
# What are AP Courses Like?

- Classes tend to be fast-paced and cover more material than regular or honors high school classes.
- More time, inside and outside of the classroom, is required to complete lessons, assignments and homework.
- AP teachers expect their students to think critically, analyze and synthesize facts and data, weigh competing perspectives, and write clearly and persuasively.



# AP Exams

- AP Exams are administered by schools worldwide on set dates each May.
- Exams usually last around three hours.
- Each AP Exam contains:
  - Multiple-choice questions
  - Free-response questions (essay, problem-solving, oral response)
- Each university publishes their AP exam score requirements to receive college credit.



# AP Courses Help Students Graduate on Time

Students who take AP courses and exams are much more likely than their peers to complete a college degree on time.

- Only **one in four** students who enter college complete a bachelor's degree in four years.\*
- A recent study\*\* showed that students taking AP courses and exams were **much more likely** to earn a college degree in four years.

For example, AP English Literature students had four-year college graduation rates that were **62% higher** than students that had not taken AP English Literature.

\* IPEDS database, 2008

\*\* Linda Hargrove, Donn Godin, and Barbara Dodd, "College Outcomes Comparisons by AP and Non-AP High School Experiences." The College Board, 2008.





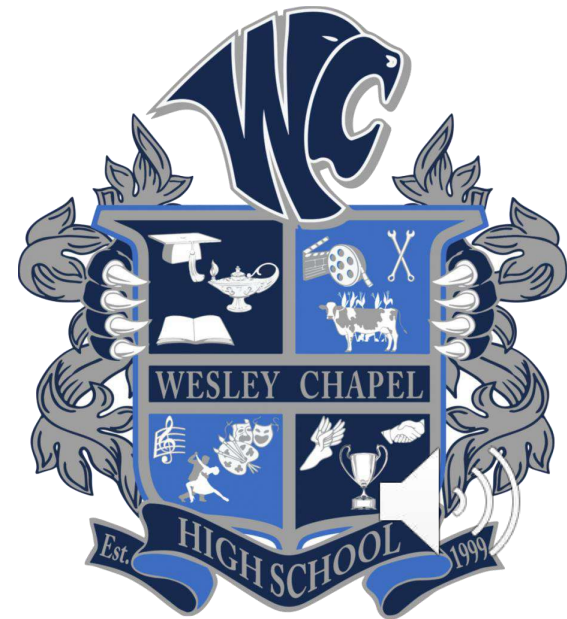
# AP and College Success

A recent study\* showed that students who earned a 3, 4, or 5 on the AP Exam had **higher first-year college grade point averages** and were **more likely to return for the second year of college** than non-AP students of similar ability.

“One of the best standard predictors of academic success at Harvard is performance on Advanced Placement examinations.”

—William Fitzsimmons,  
Dean of Admissions & Financial Aid,  
Harvard University

\*Krista Mattern, Emily Shaw, and Xinhui Xiong, “The Relationship Between AP Exam Performance and College Outcomes” (2009), The College Board.





# AP CAPSTONE



# AP Capstone Diploma

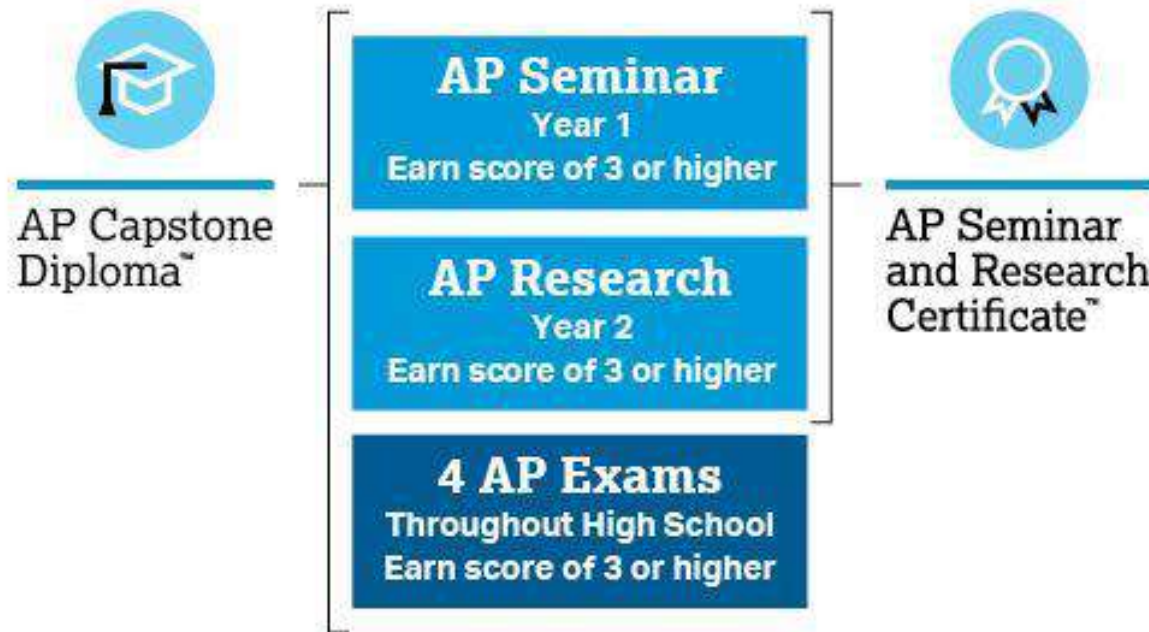
AP Capstone is a diploma program based on two AP courses: **AP Seminar** and **AP Research**.

These year-long programs focus on developing the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.



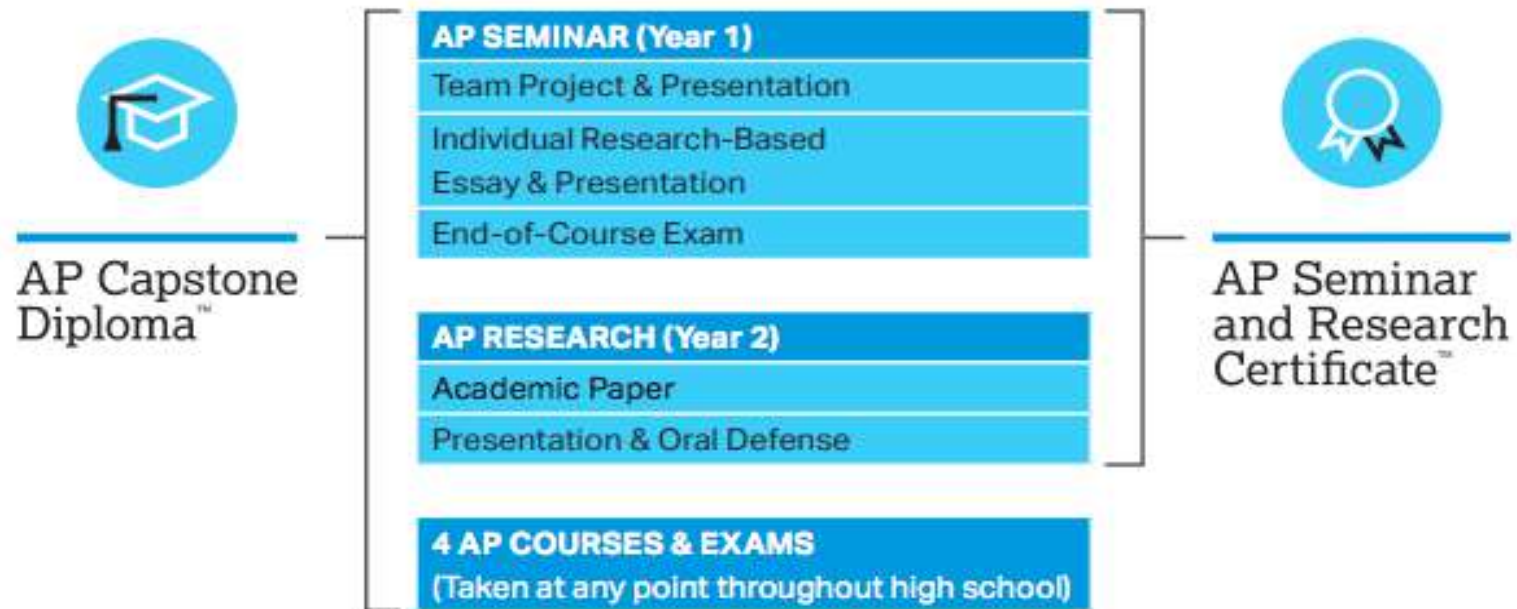
# The Basics of AP Capstone

The **AP Capstone Diploma** is a nationally recognized advanced diploma offered by the College Board. (The same company that administers PSAT, SAT, and AP)



# How AP Capstone Works

If students earn a score of 3 or higher in **AP Seminar** and **AP Research** and on four additional AP Exams of their choice, they will receive the **AP Capstone Diploma™**. If they earn scores of 3 or higher in AP Seminar and AP Research, they will receive the **AP Seminar and Research Certificate™**.





# How are students recognized?

## Two potential distinctions



AP Seminar

AP Research

+

4 AP  
Exams

**AP Capstone  
Diploma™**

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams will receive the **AP Capstone Diploma**.



AP Seminar

AP Research

**AP Seminar and  
Research Certificate™**

Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the **AP Seminar and Research Certificate**



# AP Capstone™ Learning Goals



## FIRST YEAR COURSE

In **AP Seminar**, students learn how to:

- Think critically
- Read critically
- Gather credible evidence
- Analyze, interpret, and evaluate different perspectives
- Make claims, inferences, and connections
- Develop lines of reasoning supported by evidence
- Collaborate in teams
- Communicate publicly with appropriate media

## SECOND YEAR COURSE

In **AP Research**, students learn how to:

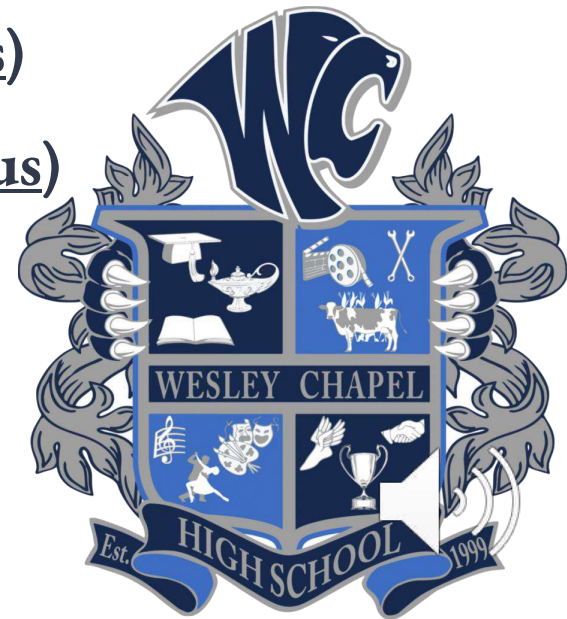
- Build on AP Seminar skills
- Identify and refine research questions
- Seek and synthesize background information
- Align study design
- Analyze and evaluate findings
- Engage with consultants
- Peer review
- Showcase scholarly work and defend inquiry outcomes
- Reflect





# Staff Contacts

- Mike Butler—9<sup>th</sup> Grade School Assistant Principal ([mrbutler@pasco.k12.fl.us](mailto:mrbutler@pasco.k12.fl.us))
- Tiffany Burkette—10<sup>th</sup> Grade School Counselor ([tburkett@pasco.k12.fl.us](mailto:tburkett@pasco.k12.fl.us))
- Kristina Kiser—11<sup>th</sup> Grade School Counselor ([kkiser@pasco.k12.fl.us](mailto:kkiser@pasco.k12.fl.us))
- Patti Taylor—12<sup>th</sup> Grade School Counselor ([ptaylor@pasco.k12.fl.us](mailto:ptaylor@pasco.k12.fl.us))
- Kelly Faysash—College and Career Specialist ([kfaysash@pasco.k12.fl.us](mailto:kfaysash@pasco.k12.fl.us))
- Tony Emperor—Assistant Principal for AP ([aemperat@pasco.k12.fl.us](mailto:aemperat@pasco.k12.fl.us))
- Kaitlyn Kenny—PHSC Advisor to WCHS ([kennyk@phsc.edu](mailto:kennyk@phsc.edu))



# AP Course Descriptions



## AP Seminar

In this course, you'll learn to consider an issue from multiple perspectives, identify credible sources, evaluate strengths and weaknesses of arguments, and make logical, evidence-based recommendations. You'll investigate a variety of topics through various viewpoints of your choice.

During the course, you'll complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score.

AP Seminar is a prerequisite for AP Research.

**Junior Year (recommended)**

Here are some topics that students have chosen to investigate in **AP Seminar**:

- Effect of texting on grammar skills
- Food waste solutions
- Future of the automotive industry
- Importance of voting age and civic participation of teens
- Mathematics behind extreme sports
- Genetically modified organisms
- Role of art in education
- Wealth inequality

Visit the AP Seminar student home page at **[apstudent.org/seminar](https://apstudent.org/seminar)**



## AP Research

In AP Research, you'll explore various research methods and complete an independent research project. Your project can build on a topic, problem, or issue you covered in AP Seminar or on a brand new topic of your own choosing.

At the end of the project, you'll submit your academic paper and present and defend your research findings. These components contribute to the overall AP Research score. There is no end-of-course exam.

Senior Year (recommended)

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Here are some topics that students have chosen to investigate in **AP Research**:

- 3-D printed prosthetics for amputees
- Algorithm of K-POP music
- Effects of sleep deprivation on academic achievement in teens
- Learning chemistry through musical chords
- Environmental injustice in subsidized housing
- Effect of popular opinion on the implementation of Supreme Court decisions

Visit the AP Research student home page at [apstudent.org/research](https://apstudent.org/research)

## What AP Capstone Alumni Say

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**“Just do it. ... Not a day goes by where I don’t use a skill I learned in the course.”**

—REAGAN, THE UNIVERSITY OF OKLAHOMA

**“AP Capstone helped me stand out from other applicants.”**

—ELIZABETH, INDIANA UNIVERSITY BLOOMINGTON

**“My experience in AP Capstone gave me exposure to a field I couldn’t really access in the normal school curriculum.”**

—KAELIN, THE UNIVERSITY OF TEXAS–AUSTIN

**“AP Capstone helped me work independently, think critically about research and the research process, and organize myself so I can present to other people.”**

—MICHAEL, STANFORD UNIVERSITY

# AP ENGLISH LANGUAGE AND COMPOSITION COURSE DESCRIPTION

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics including rhetorical situation, claims and evidence, reasoning and organization, and style.

## WHAT EXACTLY DOES THIS MEAN?

AP Language scholars will study how language works to communicate ideas. The students will be exposed to a variety of texts (nonfiction: essays, stories, articles, advertisements, speeches, etc.) to see how a writer puts together their ideas and conveys their message. By studying other writers' strategies, the students will work to incorporate these same strategies and techniques in their own writings.

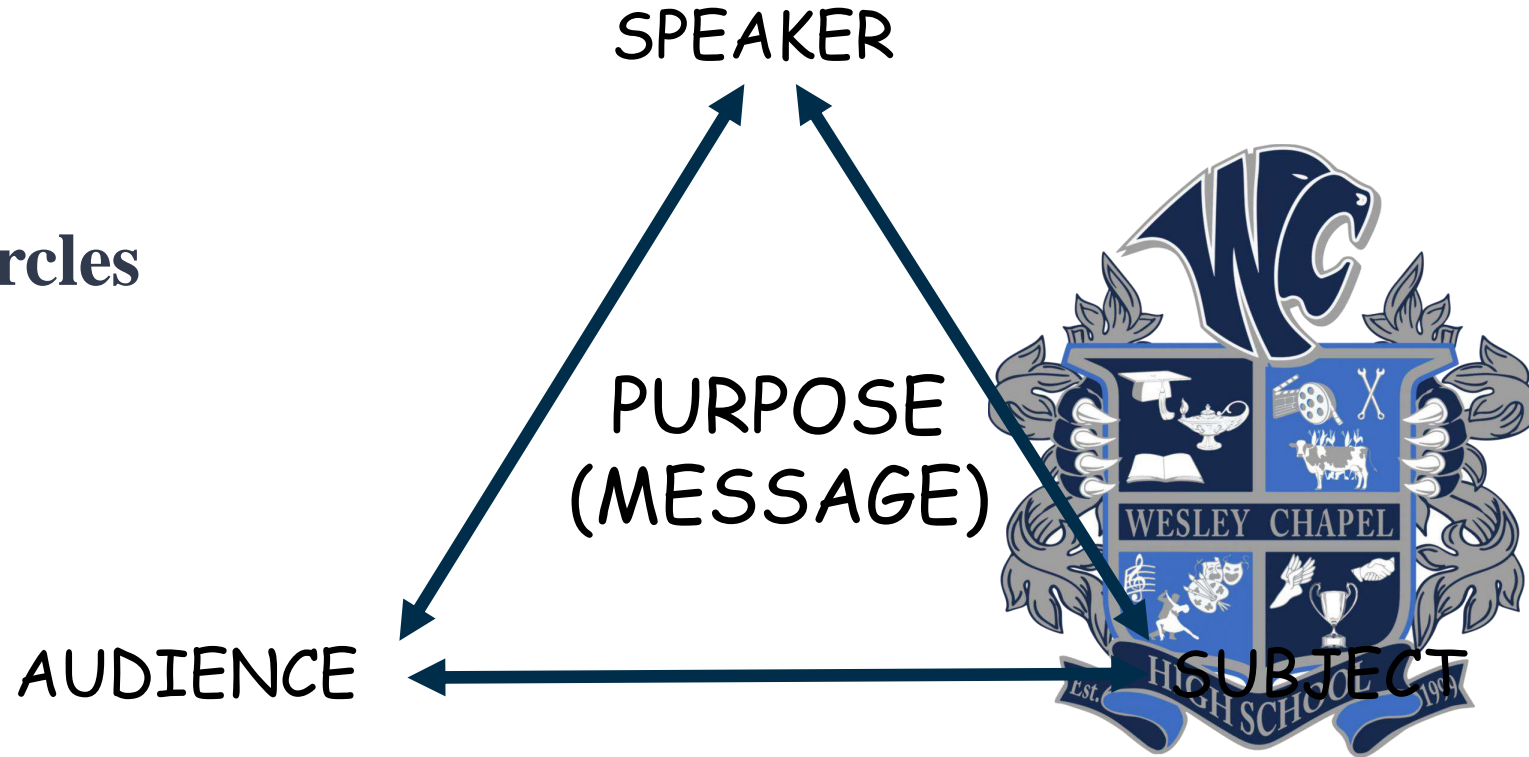




# WHAT IS RHETORIC?

Aristotle defined Rhetoric as the skill of knowing what tools of persuasion you have at your disposal and understanding which of those tools will be the most effective for each individual situation.

**All reading, writing, and discussion in this course circles back to this basic idea.**



# STUDENT EXPECTATIONS

In order for students to be successful in this course, they must possess the following qualities:

**Self-discipline and maturity:** Students are responsible for taking an active part in their own learning.

**Motivation:** Motivation is necessary for students to set and achieve their own goals.

**A good work ethic:** Students must put forth their best effort, be proud of what they do, and always work hard, even on assignments that aren't "for a grade." Not everything done in class will be for a grade, but everything does have value.

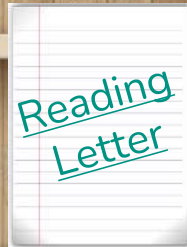
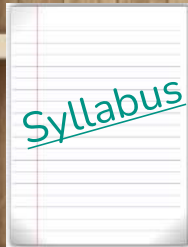
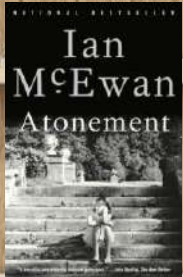
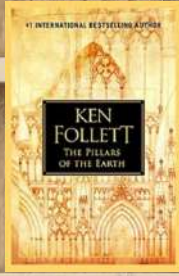
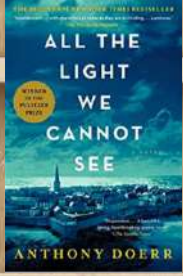
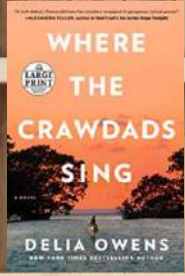
**An understanding of and basic competency in reading and writing:** While students will learn a lot in this course that will prepare them for future endeavors, students should already possess basic reading and writing skills. The texts used in class are already at a college level and the students are expected to write well-developed sentences, paragraphs, and essays.





# WELCOME TO ADVANCED PLACEMENT LITERATURE WITH MS. HUTCHESON

## Favorite Novels



Instructor: Ms. Brandi Hutcheson  
[bhutches@pasco.k12.fl.us](mailto:bhutches@pasco.k12.fl.us)



## Course Description and Overview

This course is designed to expose students to a wide array of literature composed by authors of varying eras, genders, ethnicities, political and religious affiliations, and social standings and to aid students in honing the skills necessary to comprehend, analyze, synthesize, and evaluate those works. This course will also address deficits and augment fortes in written composition, rhetorical fluency, and critical literary analysis. PLEASE NOTE: This is a college level course that will sometimes include mature reading content.

## Objectives

As a result of taking A.P. Literature, students will:

- demonstrate and apply knowledge of literary elements and devices
- criticize and analyze literature through classroom discussion, written composition, use of technology for communication, and other activities that require higher order thinking
- demonstrate rhetorical fluency in all verbal communication
- write for a variety of purposes and audiences
- write in various modes and styles
- explain the relationships between and among author, style, subject, theme, and audience
- recognize both the universality of and the uniqueness of human experiences on individual, societal , and global levels, as expressed through literature and writing



Instructor: Ms. Brandi Hutcheson  
bhutches@pasco.k12.fl.us



## Required Texts

The student must ***purchase*** the following literary works and/or textbooks:

1. MLA Handbook. Any standard edition. 2009 (newest version).
2. Strunk, William, Jr. and E.B. White. *The Elements of Style*. 4<sup>th</sup>. New York: Longman Publishers, 2000.

The student must acquire (***by purchasing or by checking out from a library***) the following novels/literary works:

1. Hosseini, Khaled. *The Kite Runner*. Any standard edition.
2. Hurston, Zora Neale. *Their Eyes Were Watching God*. Any standard edition.
3. Atwood, Margaret. *The Handmaid's Tale*. Any standard edition.

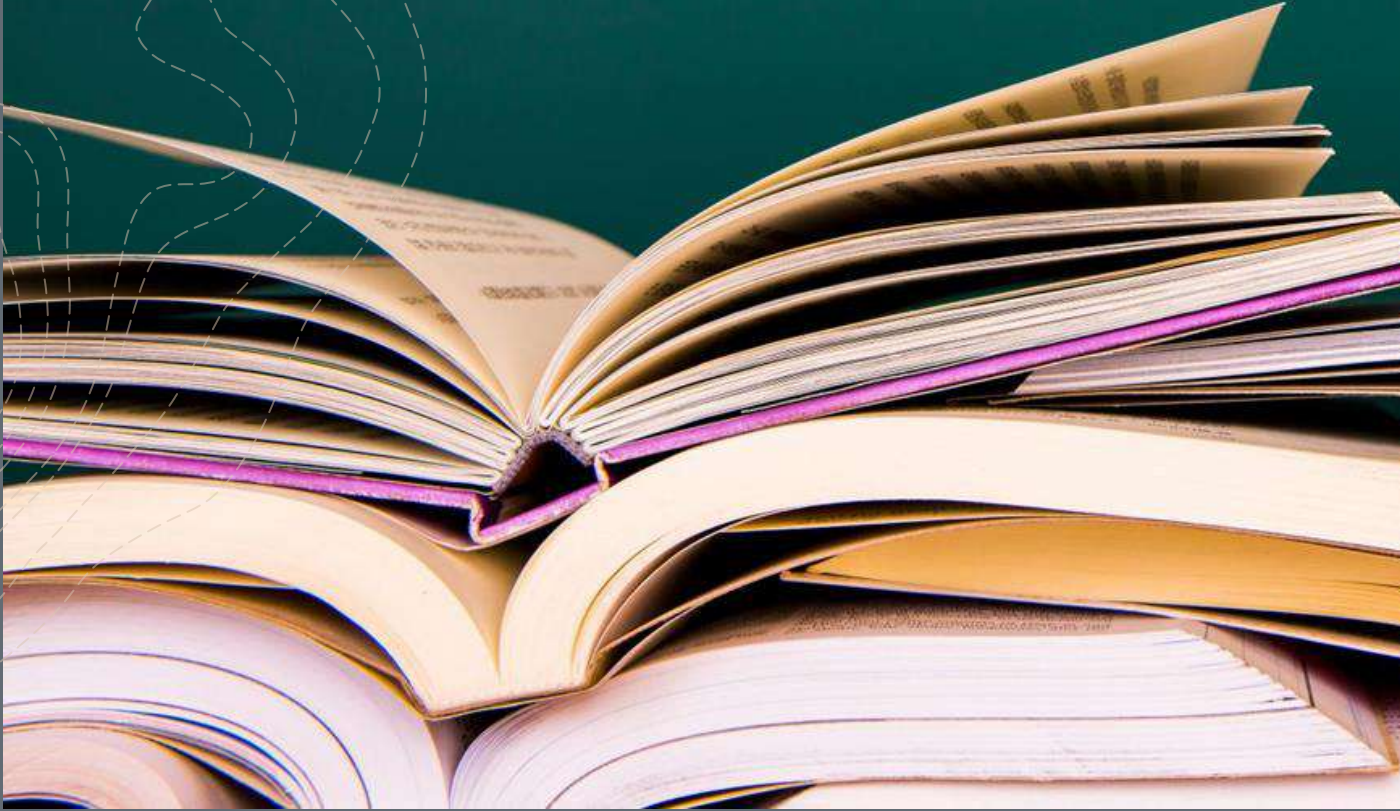
The following texts will be provided by the school:

1. Arp, Thomas. *Perrine's Literature: Structure, Sound, and Sense*. 8<sup>th</sup>. Boston: Heinle & Heinle, 2002.
2. *The Language of Literature*. Florida British Literature. Illinois: McDougal Littell, 2003.
3. *Literature & Composition: Reading, Writing, Thinking*. Jago et al: Bedford/St. Martin's, 2017.



Instructor: Ms. Brandi Hutcheson  
bhutches@pasco.k12.fl.us





## AP US History





# An intense, in-depth study of the US

- 
- Who WANTS ME?
- I am Ready & Willing to offer my Services to any Nation or People, under who are Desirous of Liberty & Equality
- J. D. Lewis

*What WANTS ME*

I am ready & willing to offer my services any Nation or People under who are Desirous of Liberty & Equality



# AP PSYCHOLOGY

The background of the slide features a collage of brain MRI scans in various shades of blue and red. Overlaid on these scans are technical details from medical imaging, such as 'Tra>Cor(6.1)>Seq(1)', 'AF', 'STUDY 1', '4VA12', 'HFS', 'LPT', 'MA 18', '5cm', 'R', 'TP 0', 'TR 6300.0', and 'TE 124.0'. The text is presented in a clean, white, serif font.

Learn what make people "tick"

Kathleen Dorkowski

Instructor

khonaker@pasco.k12.fl.us

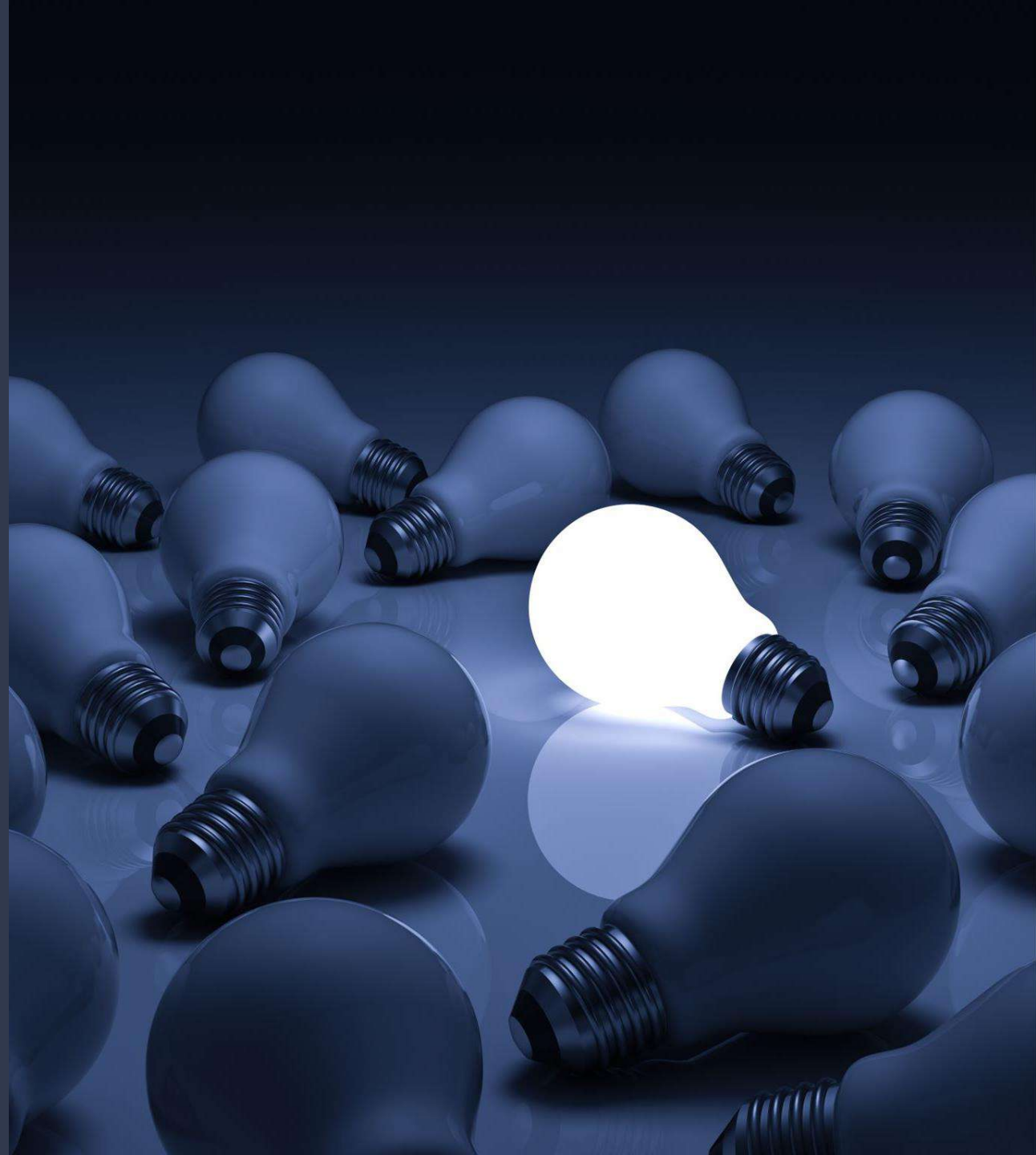
# PSYCHOLOGY: THE STUDY OF BEHAVIOR & MENTAL PROCESSES

EXAMPLE TOPICS:

PSYCHOLOGICAL DISORDERS, MEMORY,  
MOTIVATION, EMOTION, DEVELOPMENT,  
SENSATION/PERCEPTION, DREAMS

THIS IS A GREAT FOUNDATIONAL  
COURSE FOR ANYONE INTERESTED IN  
COLLEGIATE PURSUITS, BUT IT IS  
ESPECIALLY IMPORTANT IN THE AREAS  
OF:

**PSYCHOLOGY, SOCIOLOGY, EDUCATION,  
MEDICAL SCIENCES, OR COMMUNICATION**





## Prerequisites:

- Biology
- Chemistry\*
- Algebra 1\*

\*Recommended, not required

## Also Recommended:

- 4 or 5 on Biology EOC
- Passed FSA reading



# AP Biology with Mrs. Taylor

- Designed mostly for juniors and seniors; some sophomores on an accelerated path.
- AP Biology is an introductory college-level biology course.
- Topics covered include: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.
- AP biology is a fast-paced, hands on course. We conduct many labs throughout the year and students have opportunity to develop their own inquiry questions and design experiments.
- Questions? Ask Mrs. Taylor: [mptaylor@pasco.k12.fl.us](mailto:mptaylor@pasco.k12.fl.us)



## Prerequisites:

- Biology
- Chemistry\*
- Algebra 1\*

\*Recommended, not required

## Also Recommended:

- 4 or 5 on Biology EOC
- Passed FSA reading



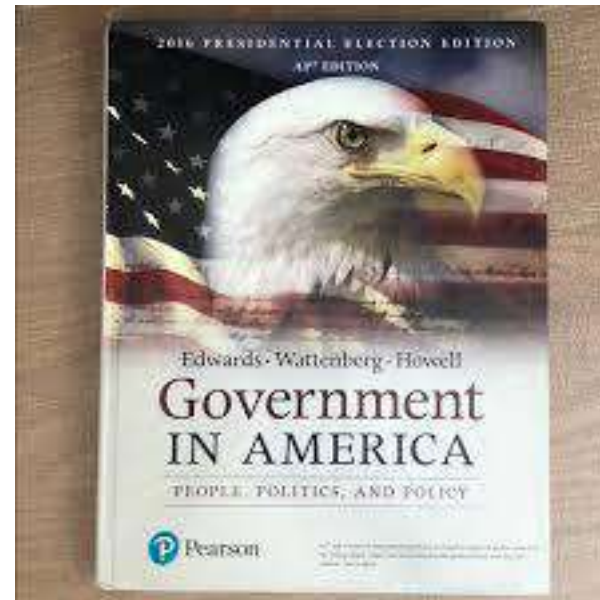
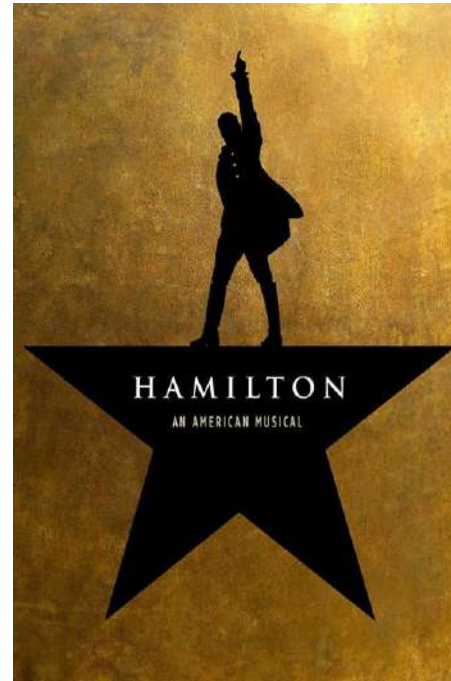
# AP Environmental Science with Mrs. Taylor

- Designed mostly for juniors and seniors; some sophomores on an accelerated path.
- The goal of the AP Environmental Science (APES) course is to understand the natural world and identify and analyze environmental problems and solutions.
- Environmental science combines biology, chemistry, physics, current events and social sciences into one *phenomenal* course.
- APES includes a lab component, students will get hands-on experience in the form of completing labs, observing the natural world, and doing field work.
- Questions? Ask Mrs. Taylor: [mptaylor@pasco.k12.fl.us](mailto:mptaylor@pasco.k12.fl.us)





AP US Government and Politics is an introductory college-level course. Students will cultivate their understanding of US government and politics through analysis of date and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy with competing policy-making interests, and methods of political analysis.



# AP GOVERNMENT AND POLITICS

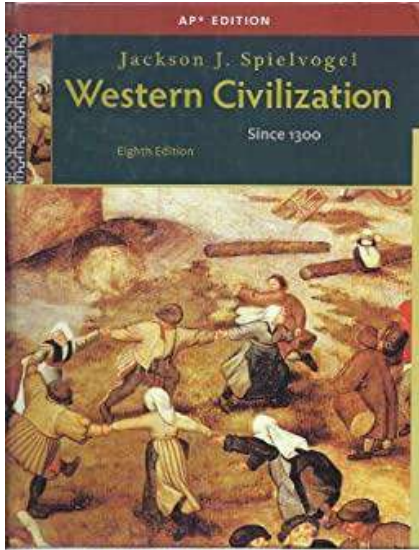
Semester course taught by  
Mrs. Stephens  
[kngarcia@pasco.k12.fl.us](mailto:kngarcia@pasco.k12.fl.us)

There are no prerequisites for this course. Strong reading and writing skills are needed to be successful. This course is targeted for those who are self-motivated and wish to pursue history or politics in college.



# AP European History

Instructor Mrs. Stephens  
kngarcia@pasco.k12.fl.us



- AP Euro is a year-long academic elective where students will explore in great detail the major time periods in Europe's history ranging from the Middle Ages to the 2000s and offers students the potential to earn college credit.



- There are no prerequisites for this course. Strong reading and writing skills are needed to be successful. This course is targeted for those who wish to pursue history or political science in college or are passionate about history.

# AP COMPUTER SCIENCE PRINCIPLES

UTeach CS Principles is a year-long high school course that fully addresses the five Big Ideas and six Computational Thinking Practices from the College Board's AP® Computer Science Principles Curriculum Framework. Students develop computational thinking, problem-solving, and group communication skills through collaborative open-ended projects, based on a project-based pedagogical approach.

UTeach AP CS Principles has an online textbook available for students and teachers. The textbook is hosted by Canvas and is publicly available with no account login or password needed at <https://uteachpd.instructure.com/courses/410/modules>

# TECHNOLOGY REQUIREMENTS

Scratch is introduced in Unit 2 and is the primary programming language. Scratch provides a variety of creative entry points for students and allows students to incorporate their own interests.

Repl.it is the development environment used for Python lessons, allowing students to program, compile, and run Python programs all in one convenient online platform.

# AP STATISTICS

Learn about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments.

Counts as a one-semester, introductory, non-calculus-based college course in statistics.

**Recommended prerequisites :** Algebra II

A math elective in high school that counts towards math requirements for your AA or non-STEM bachelor's degree, including business.

Less demanding than Calculus, but still provides useful skills for analyzing data and trends.

# AP Calculus AB

Mr. Mitchell  
rhmitche@pasco.k12.fl.us

- Prerequisite
  - A or high B in Precalculus Honors
- AP Calculus AB is taught on a college level
- Strong understanding of functions
  - Quadratic, Logarithmic, Exponential, Trigonometric, etc.
- Ability to analyze graphs, tables, equations, etc.
- Ability to explain your thought process/reasoning on paper





# AP Calculus AB

- Desire to push yourself – be self-motivated
- Opportunity to earn college credit by passing the AP Exam at the end of the year
- Exam consists of
  - Multiple choice – calculator
  - Free response - calculator
  - Multiple choice – non-calculator
  - Free response – non-calculator
- Graphing calculator is required (TI—84 Plus or better)
  - Strongly suggest no Casio
  - Check AP website before purchasing if not sure about a particular calculator





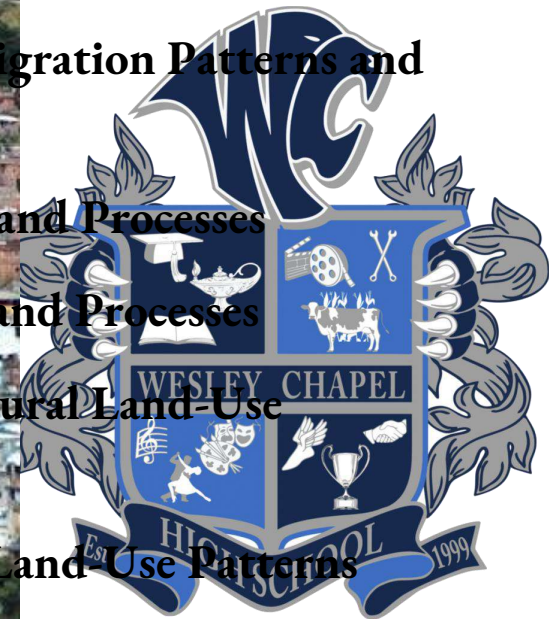


# AP Human Geography

Mrs. Geiger  
fgeiger@pasco.k12.fl.us

**This course is designed to introduce students to the concepts of human or cultural geography. The course is divided into the following 7 units:**

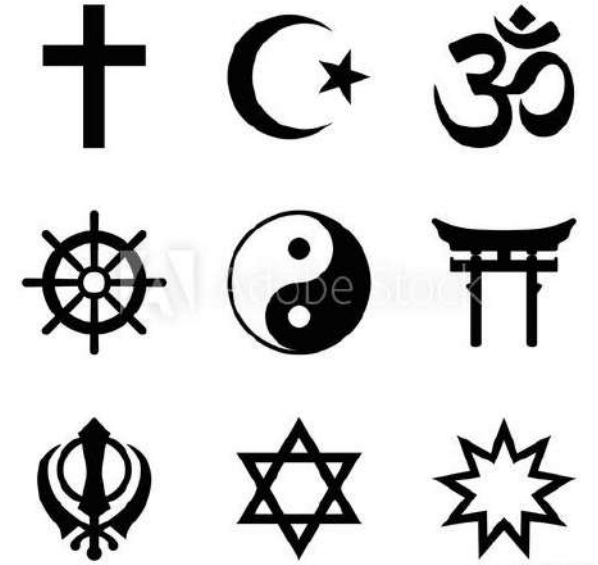
- **Unit 1: Thinking Geographically**
- **Unit 2: Population and Migration Patterns and Processes**
- **Unit 3: Cultural Patterns and Processes**
- **Unit 4: Political Patterns and Processes**
- **Unit 5: Agriculture and Rural Land-Use Patterns and Processes**
- **Unit 6: Cities and Urban Land-Use Patterns**





# Things you can learn about in AP Human:

- World religions
- Current events
- New cultures
- How you get your food
- Why conflicts exist in the world
- And more!



#131979427



**SUSTAINABLE DEVELOPMENT GOALS**  
17 GOALS TO TRANSFORM OUR WORLD



# AP Chemistry

Mr. Banyard  
cbanyard@pasco.k12.fl.us

Unit 1: Atomic Structure and Properties  
Unit 2: Molecular and Ionic Compound Structure and Properties  
Unit 3: Intermolecular Forces and Properties  
Unit 4: Chemical Reactions  
Unit 5: Kinetics  
Unit 6: Thermodynamics  
Unit 7: Equilibrium  
Unit 8: Electrochemistry

**Recommended Prerequisites:**  
Chemistry and Algebra II





# AP Physics 1

Mr. Banyard

cbanyard@pasco.k12.fl.us

Unit One: Kinematics

Unit Two: Dynamics

Unit Three: Circular Motion and  
Gravitation

Unit 4: Energy

Unit 5: Momentum

Unit 6: Simple Harmonic Motion

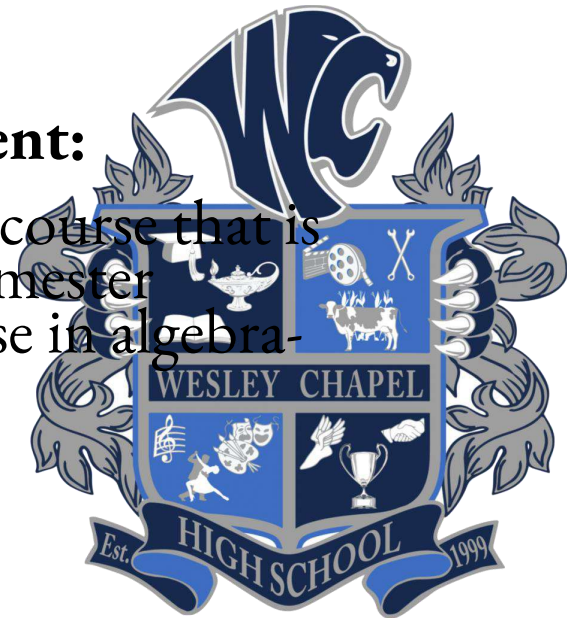
Unit 7: Torque and Rotational Motion

## **Recommended Prerequisites:**

There are no prerequisite courses. Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course.

## **College Course Equivalent:**

AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics.





# AP Physics 2

Mr. Banyard

cbanyard@pasco.k12.fl.us

Unit 1: Fluids

Unit 2: Thermodynamics

Unit 3: Electric Force, Field, and Potential

Unit 4: Electric Circuits

Unit 5: Magnetism and Electromagnetic Induction

Unit 6: Geometric and Physical Optics

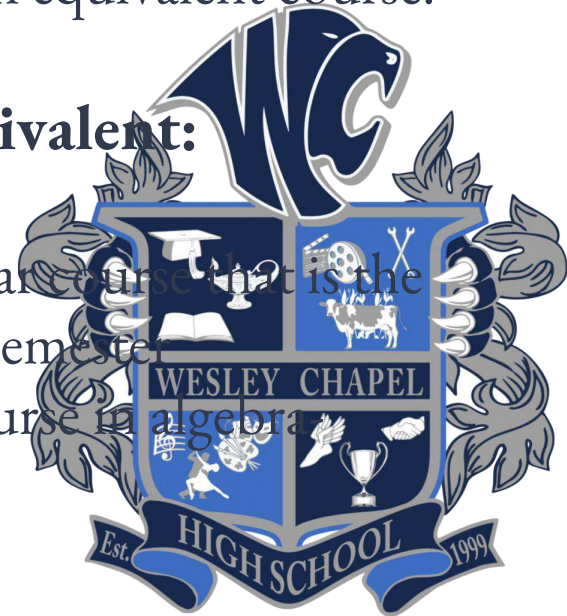
Unit 7: Quantum, Atomic, and Nuclear Physics

## **Recommended Prerequisites:**

Students should have completed AP Physics 1 or a comparable introductory physics course and should have taken or be concurrently taking pre-calculus or an equivalent course.

## **College Course Equivalent:**

AP Physics 2 is a full-year course that is the equivalent of a second-semester introductory college course in algebra-based physics.



# HELLO! ¡HOLA!

Welcome to DE & AP  
Virtual Night!

Have you considered taking  
AP Spanish with Señora  
Gaudet?



Prerequisites:\*

Spanish 1

Spanish 2

Spanish 3 Honors

\*Native Spanish speakers with strong academic skills *may* be able to skip one of the above courses.

Email Mrs. Gaudet for approval.

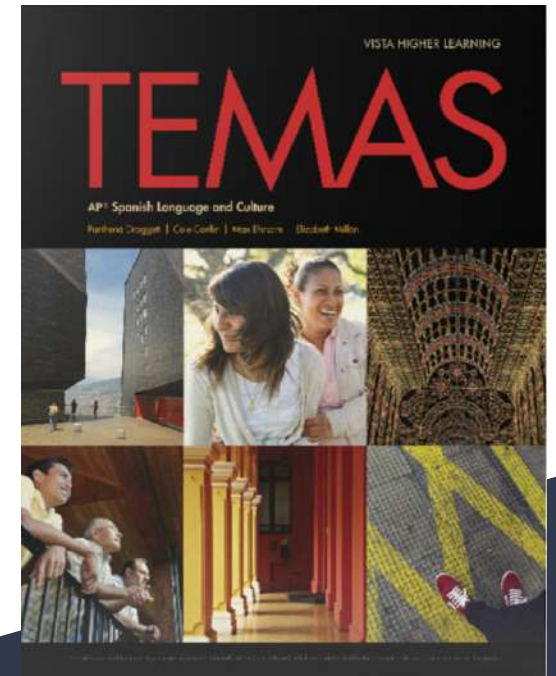


# AP SPANISH focuses on SIX fascinating themes

- Families and communities /**las familias y las comunidades**
- Science and technology /**la ciencia y la tecnología**
- Beauty and Esthetics/**la belleza y la estética**
- Personal and public identities /**las identidades personales y públicas**
- Global challenges /**los desafíos mundiales**
- contemporary life /**la vida contemporánea**



Questions about the course?  
Please email Mrs. Gaudet  
[rgaudet@pasco.k12.wa.us](mailto:rgaudet@pasco.k12.wa.us)



# AP<sup>®</sup> Macroeconomics

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**The course framework includes two essential components:**

## **1 COURSE SKILLS**

The course skills are central to the study and practice of economics. Students should develop and apply the described skills on a regular basis over the span of the course.

## **2 COURSE CONTENT**

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

Mr. Rice  
[mrice@pasco.k12.fl.us](mailto:mrice@pasco.k12.fl.us)



# Course Content

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Units	Exam Weighting
<b>Unit 1:</b> Basic Economic Concepts	<b>5–10%</b>
<b>Unit 2:</b> Economic Indicators and the Business Cycle	<b>12–17%</b>
<b>Unit 3:</b> National Income and Price Determination	<b>17–27%</b>
<b>Unit 4:</b> Financial Sector	<b>18–23%</b>
<b>Unit 5:</b> Long-Run Consequences of Stabilization Policies	<b>20–30%</b>
<b>Unit 6:</b> Open Economy—International Trade and Finance	<b>10–13%</b>

AP Microeconomics  
Mr. Rice  
mrice@pasco.k12.fl.  
us

## The course framework includes two essential components:

### 1 COURSE SKILLS

The course skills are central to the study and practice of economics. Help students develop and apply the described skills on a regular basis over the span of the course.

### 2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.



# AP Microeconomics Course Content

Units	Exam Weighting
<b>Unit 1:</b> Basic Economic Concepts	<b>12–15%</b>
<b>Unit 2:</b> Supply and Demand	<b>20–25%</b>
<b>Unit 3:</b> Production, Cost, and the Perfect Competition Model	<b>22–25%</b>
<b>Unit 4:</b> Imperfect Competition	<b>15–22%</b>
<b>Unit 5:</b> Factor Markets	<b>10–13%</b>
<b>Unit 6:</b> Market Failure and the Role of Government	<b>8–13%</b>



# AP<sup>®</sup> World History: Modern

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**The course framework includes two essential components:**

**1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES**

The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

**2 COURSE CONTENT**

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.



# Course Content

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Units	Chronological Period*	Exam Weighting
<b>Unit 1:</b> The Global Tapestry	c. 1200 to c. 1450	<b>8–10%</b>
<b>Unit 2:</b> Networks of Exchange		<b>8–10%</b>
<b>Unit 3:</b> Land-Based Empires	c. 1450 to c. 1750	<b>12–15%</b>
<b>Unit 4:</b> Transoceanic Interconnections		<b>12–15%</b>
<b>Unit 5:</b> Revolutions	c. 1750 to c. 1900	<b>12–15%</b>
<b>Unit 6:</b> Consequences of Industrialization		<b>12–15%</b>
<b>Unit 7:</b> Global Conflict	c. 1900 to the present	<b>8–10%</b>
<b>Unit 8:</b> Cold War and Decolonization		<b>8–10%</b>
<b>Unit 9:</b> Globalization		<b>8–10%</b>

\*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

# Dual Enrollment Course Descriptions



# English Composition 1 and 2

## ENC 1101 and 1102

In **ENC 1101**, students learn about the writing craft through readings, discussions, mini-lessons, and writing workshops. Students write numerous essays to build proficiency in various modes of writing including literary analysis, rhetorical analysis, and argumentation.

In **ENC 1102**, students practice analytical reading strategies with short fiction, poetry, and drama. Students write numerous literary analysis essays to show interpretive analysis.

*Questions? Email Mrs. Wilson at [mwilson@pasco.k12.fl.us](mailto:mwilson@pasco.k12.fl.us)*



A historical painting depicting a group of men in a small boat on a river. In the foreground, a large figure, possibly a captain or a man of authority, stands at the stern, looking back over his shoulder. He is wearing a dark coat and a red cape. Several other men are seated in the boat, some holding long poles or oars. The background shows a river with a bridge in the distance and a cloudy sky.

## Dual Enrollment US History: AMH 2010 & AMH 2020

- AMH 2010 surveys the general history of the US to 1865 while AMH 2020 begins directly after the Civil War through present time. The course allows students to reach a basic understanding of the characteristic features of the United States' early historical development. Students will learn about some of the important political, economic, social, intellectual, cultural and religious changes that shape the development of the United States from its earliest times.
- Have questions? Email Mrs. Stephens at [kngarcia@pasco.k12.fl.us](mailto:kngarcia@pasco.k12.fl.us)



# Dual Enrollment Sciences

Susan Cullum

Instructor

[scullum@pasco.k12.fl.us](mailto:scullum@pasco.k12.fl.us)

- Meets the physical science requirement for a PHSC AA degree
- 3.0 credits with PHSC; 0.5 science credit with WCHS
- Usually taught in the fall semester
- Covers topics in the 4 major areas of oceanography:
  - Geological Oceanography
  - Chemical Oceanography
  - Physical Oceanography
  - Biological Oceanography

- Meets the biological science requirement for a PHSC AA degree
- 3.0 credits with PHSC; 0.5 science credit with WCHS
- Usually taught in the spring semester
- Covers topics in the following areas:
  - Marine Ecology
  - Marine Ecosystems
  - Marine Invertebrates
  - Marine Reptiles, Seabirds, and Mammals
  - Human Impacts on the Marine Environments
  - Oceanic Resources



# Hello! ¡Hola!

## Beginning Spanish I & II with Ms. Coler

Please email me at [scoler@pasco.k12.fl.us](mailto:scoler@pasco.k12.fl.us)

College  
Bound



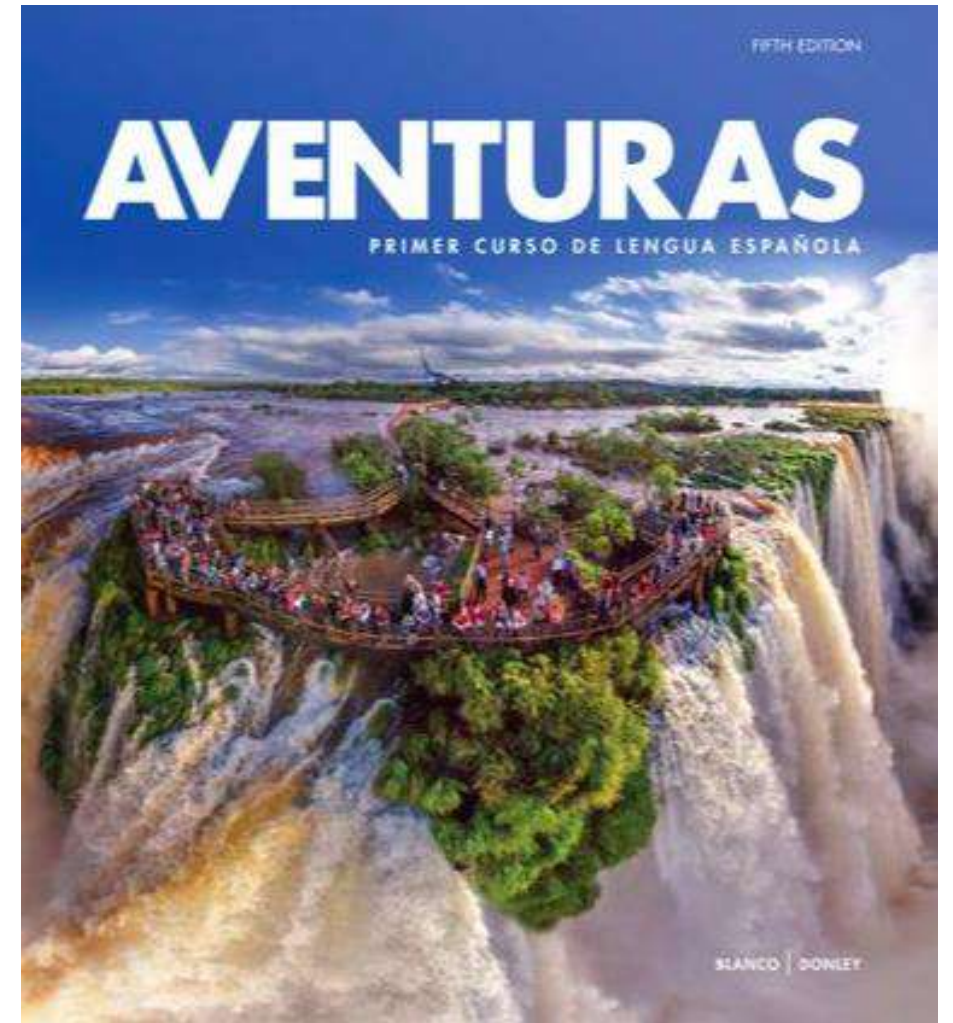


# Textbook: *AVENTURAS*, Española, by Blanco & Donley

## Workload each semester:

- 6 Chapters (with a Mini-Quiz & Chapter Exam in each)
- 2-3 Classwork/Homework assignments per chapter
- 2-3 Mini-Presentations per semester

**COLLEGE  
BOUND**







# We work on the following areas

**Going to  
College**

- × Listening Proficiency: Understand verbal interactions at a beginning level.
- × Speaking Proficiency: Initiate basic, learned speaking situations.
- × Reading Proficiency: Read & comprehend material dealing with everyday situations.
- × Writing Proficiency: Write basic, simple sentences based on assigned material given practice, cues.
- × Grammar usage: Apply the principles of grammar & syntax.
- × Culture: Demonstrate knowledge of & appreciation for Hispanic culture including idiomatic expressions, & major contributions.