

Mathematics

NUMBER	GRADE	COURSE TITLE	Credit		PREREQUISITE
MAC1105	11-12	College Algebra (one semester)	1	Q\$	>= 123 on the PERT
12003100	9-12	Algebra 1 (FSA EOC)	1	+	None
12003150	9-12	Algebra 1 CR (grade forgiveness)	1/2		If you made a "D" or "F" in Alg. 1
12003700	9-12	Algebra 1A (1st semester) 2 per.	1	** +	Level 1 or 2 in math - paired with Alg. 1B
12003800	9-12	Algebra 1B (2nd semester) 2 per.	1	** +	Level 1 or 2 in math - must take both
12003870	10-12	Financial Algebra	1		Math for College Readiness
12003300	10-12	Algebra 2 (FSA EOC)	1	+	Geometry
12003400	10-12	Algebra 2 Hon (FSA EOC)	1	Q +	Geometry Hon & in AVID (grade A or B)
12013100	10-12	Analysis of Functions (1st Sem)	1/2	Q *	Algebra 2 / Paired with Trigonometry
12113000	10-12	Trigonometry Honors (2nd Sem)	1/2	Q *	Algebra 2 / Paired with Analysis of Functions
12023100	11-12	AP Calculus AB	1	Q***	Pre-Calculus (grade of A or B)
12023200	11-12	AP Calculus BC	1	Q***	AP Calculus AB
12103200	11-12	AP Statistics	1	Q	Algebra 2
12023000	11-12	Calculus Honors	1	Q +	Pre-Calc or Trig. & Analysis of Functions
12063100	9-12	Geometry (FSA EOC)	1	+	Algebra 1
12063200	9-12	Geometry Honors (FSA EOC)	1	Q	Algebra 1 Honors (grade of A or B)
12073000	10-12	Liberal Arts Math I	1		Full credit of Algebra or Algebra 1A/1B
12007000	11-12	Math for College Readiness	1		Geometry - required if PERT score is <114
12023400	10-12	Pre-Calculus Honors	1	Q +	Algebra 2 Hon (grade of A or B)
12103000	10-12	Adv. Topics in Math	1		Grade of C or D in Algebra 2
12103000	11-12	Probability & Statistics w/Apps H	1	Q	Algebra 2 or higher

Course offerings are based on the number of student requests.
If there is not enough requests for a course it will be cancelled.



- + = This course is available in a Pinellas County School virtual learning environment
- Q = Quality Point course
- Q\$ = Quality Point courses that earn 3 college credits. Must take both courses.
Lab fee attached with these courses of approximately \$60 each
- * = Paired Courses and you must take both courses
- ** = Must take both courses ALL year that will run 2 sequential periods earning 2 credits.
- *** = Graphing Calculator is required for this course

FSA EOC = Students are required to take the teacher's mid-term exam & the grade will count towards their 1st semester grade. Then students will take the EOC exam in place of a teacher's 2nd semester exam.

Students must participate in the EOC assessment and the results constitute 30% of the final grade.

- * = AP Students are required to take the teacher's 1st semester exam & the grade will count towards their 1st semester grade. Students must also take the "standardized" Advanced Placement Test in May. Students can exempt the 2nd semester teacher exam if they meet the Final Exam Waiver Requirements.

Please Note: Since math is a sequential subject, course prerequisites must be satisfied. In many instances, students are scheduled for math courses too early in the school year to determine whether or not they have fulfilled all necessary prerequisites for a math course. If it is determined at a later date that a student has not satisfied all prerequisites for a math course, the student will be rescheduled from that course to a more appropriate one.

Mathematics Course 3 Florida

**Joyce W. Nutta, Kouider
Mokhtari, Carine Strebel**



Mathematics Course 3 Florida:

Math John A. Carter, Gilbert J. Cuevas, Roger Day, Carol Malloy, 2015 **Glencoe McGraw Hill Florida Math Connects**
John A. Carter, 2011 *Saxon Math Course 3 Florida* Saxon Publishers, 2009-08 **Florida Test Prep Workbook for Holt**
Middle School Math, Course 3 Hrw, 2004-01-01 **Florida Mathematics: Applications and Concepts, Course 3**
McGraw-Hill, 2003-06-01 University Record of the University of Florida University of Florida, 1903 **Report of the**
Survey of the Schools of Duval County, Florida, 1927, Including the City of Jacksonville Columbia University.
Teachers College. Institute of Educational Research. Division of Field Studies, 1927 Resources in Education , 2001-10
Mathematical Foundation of Computer Science J. Rajendra Prasad, T. Rama Rao, A. Madana Mohan Rao, 2009
Preparing Every Teacher to Reach English Learners Joyce W. Nutta, Kouider Mokhtari, Carine Strebelle, 2020-07-29
2013 Outstanding Book Award American Association of Colleges for Teacher Education AACTE Preparing Every Teacher to
Reach English Learners presents a practical flexible model for infusing English learner EL instruction into teacher education
courses The editors outline the key steps involved in this approach winning faculty support assessing needs and developing
capacity and share strategies for avoiding pitfalls The central chapters feature sample courses illustrating how EL content
can be incorporated into standard courses human development learning disabilities and social foundations and across subject
areas and topics math science social science physical education and classroom management Most preservice teacher
candidates report that they feel unprepared to work with English learners This practical flexible model for infusing EL
content into teacher education will provide an invaluable resource in shaping the next generation of teachers **Report of**
the Survey of the Schools of Duval County, Florida, Including the City of Jacksonville, Made by the Institute of
Educational Research, Division of Field Studies, Teachers College, Columbia University Columbia University.
Teachers College. Institute of Educational Research. Division of Field Studies, 1927 **Mathematics and Worktext**
Bundle Course 3 Grade 8 Burger, 2010-06-17 Research in Education , 1974 *Research bulletin* , 1929 **Catalog**
University of Florida, 1919 *The Teaching of General Mathematics in the Secondary Schools of the United States* Clarence
McCormick, 1929 **Hearings** United States. Congress Senate, 1957 NEA Research Bulletin , 1928 *Academic*
Language in Diverse Classrooms: Mathematics, Grades 6-8 Margo Gottlieb, Gisela Ernst-Slavits, 2013-05-01 Help your students
unlock important mathematical concepts If you've ever watched a student struggle with learning math concepts you know
that academic English can sometimes create stumbling blocks to understanding To grasp complicated concepts build skills
and demonstrate achievement students need to master academic language in math The Common Core and ELD standards
provide pathways to academic success through academic language Using an integrated Curricular Framework districts
schools and professional learning communities can Design and implement thematic units for learning Draw from content and
language standards to set targets for all students Examine standards centered materials for academic language Collaborate

in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students
Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language
Reflect on teaching and learning Each grade specific chapter models the types of interactions and learning experiences that
help students master both math content and academic language This essential book shows you why mastery of academic
language is the key to students academic success With growing numbers of English Language Learners in our classrooms
teachers need to be able to help students as they learn academic vocabulary and concepts This series offers teachers a
practical support complete with abundant rubrics and detailed plans for teaching math vocabulary Renee Peoples Teacher
Swain County Schools Bryson City NC *Circular* United States. Office of Education,1959

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