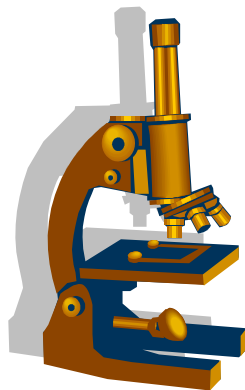


Criteria for Placement in Honors Science Courses at PCHS



A successful student in the PCHS Honors Science Program is self-motivated, diligent, responsible, bright, articulate, has strong initiative, and is willing to commit extra hours to studying. Excellent attendance is required to meet the demands of the Science Honors Program. The requirements for placement in each Honors and AP course are outlined below, followed by the criteria used for determining how teacher recommendations are made.

Placement in Honors Biology is based upon the recommendations of middle school science teachers. A standard scoring sheet is used in all middle schools in Charlotte County to determine which students will receive this recommendation. This course is designed to prepare the student for enrollment and success in an Advanced Placement and/or Dual Credit or Dual Enrollment course.

Placement in Honors Chemistry is based on teacher recommendation, a passing score on a chemistry placement test, a prerequisite grade of A, B, or C in Honors Biology, and a prerequisite grade of A or B in Algebra I. This course is designed to prepare the student for enrollment and success in an Advanced Placement and/or Dual Credit or Dual Enrollment course.

***If student is already established as an honors' science student, a new teacher recommendation form is not required.*

Placement in Honors Physics is based on teacher recommendation, the completion or concurrent enrollment in Algebra II, and a prerequisite grade in Honors Chemistry of A, B, or C. ***If student is already established as an honors' science student, a new teacher recommendation form is not required.*

Placement in Honors Anatomy and Physiology is based on teacher recommendation, and prerequisite grades of A, B, or C in both Honors Biology and Honors Chemistry. Dissection is a required component of this course. The demands of the course are intended for students interested in pursuing a health related profession. ***If student is already established as an honors' science student, a new teacher recommendation form is not required.*

Placement in Dual Credit Environmental Biology (BSC

1050C/1051C) is based on teacher recommendation, GPA of at least 3.0, and required college entrance scores on ACT, SAT, or CPT/PERT.

Placement in AP Biology is based on teacher recommendation, and prerequisite grades of A or B in both Honors Biology and Honors Chemistry. Completion of a summer assignment is mandatory.

Placement in AP Chemistry is based on teacher recommendation, and a prerequisite grade of A or B in Honors Chemistry. Completion of a summer assignment is mandatory.

Placement in AP Physics is based on teacher recommendation, and a prerequisite grade of A or B in Honors Physics. No summer assignment is required at this time.

Criteria for Receiving Teacher Recommendations in Science

To receive a teacher recommendation for any Honors or AP science course after Honors Biology, a student must earn a minimum of 9 points from the rubric below. In order to be consistent, the science teachers at PCHS review this rubric annually. The rubric is applied more stringently for students wishing to enroll in AP courses. ***If student is already established as an honors' science student, a new teacher recommendation form is not required to enter subsequent honors science courses..*

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Questioner	generates insightful/thoughtful questions	generates good/related questions	rarely asks questions (info or instructional)
Pursues Insights, Makes Connections	explores/discovers insights/connections, learns from errors	recognizes connections, considers new ideas, may fear "being wrong"	getting the right answer on the test more important than insights/connections
Self-Motivated, Ready to Learn	consistently prepared for class, persists through difficulties, genuine interest in learning	limited motivation, usually prepared for class, persists "to finish the work"	rarely self motivated without external reward, assignments may be incomplete, may be tardy to class, may spend class time socializing
Positive Learner	contributes to a positive learning environment for all, participates in	contributes to a positive learning environment for self and friends,	reluctant to participate unless called on, unaware of personal

	discussion without dominating, focused listener	occasionally participates without being called on, listens to others	responsibility for the learning environment, often unfocused
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