

# MUSTANG



# Course Catalog

**MCARTHUR HIGH  
SCHOOL**

**“IT’S A GREAT DAY TO BE A  
MUSTANG”**

***COURSE SELECTION GUIDE***

## School Mission

The mission of McArthur High School is to ensure an optimum teaching and learning environment which enables students to become physically, intellectually, socially, and emotionally strong.

## ON THE WEB Pinnacle Gradebook

<https://fs.browardschools.com/adfs/ls/idpinitiatedsignon.aspx>

Monitor student academic progress through Pinnacle, the school’s grade book system that connects you to your teacher, classroom assignments, and grades. Pinnacle is more than just an opportunity to review assignments and grades; it’s a tool that helps you achieve success.

# 2023-2024

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**MCARTHUR HIGH SCHOOL STAFF**  
**6501 HOLLYWOOD BLVD**  
**HOLLYWOOD, FL 33024**

**ADMINISTRATIVE STAFF**

Alfred Broomfield, Principal  
Joann Ruiz, 9<sup>th</sup> Grade Assistant Principal  
David Piroozshad, 10<sup>th</sup> Grade Assistant Principal  
Neal Cain, 11<sup>th</sup> Grade Assistant Principal  
Brittany Meinsen, 12<sup>th</sup> Grade Assistant Principal  
James Elder, Assistant Principal

**SCHOOL COUNSELORS**

David Beckford, Guidance Director, 12<sup>th</sup> Grade Counselor  
Berlinda Pierre, 11<sup>th</sup> Grade Counselor  
Cloen Beckford, 10<sup>th</sup> Grade Counselor  
Giselle Carlo, 9<sup>th</sup> Grade Counselor  
Pamela Aiken, BRACE Advisor  
Andrew Bernstein, Master Scheduler

**SUPPORT PERSONNEL**

Alba Wagonner, Guidance Secretary  
Yisenia Diosa, Registrar  
Nancy Alexander, Data Processor  
Kymberly Hope, Testing Coordinator  
Sarah Lazarre, School Social Worker  
Catherine Poindujour, School Psychologist  
Tammy Hollis, Student Affairs  
Ann Sager, Attendance Clerk

## **HISTORY OF MCARTHUR HIGH SCHOOL HOME OF THE MUSTANGS**

The school was founded in 1957 at its current location (on land donated by educator and dairy magnate, J.N. McArthur). That first year saw classes of 7th through 9th grades. Many classes in the early years were held in portable classrooms although construction of the gymnasium, auditorium, cafeteria, library, and administrative offices had soon begun. The existing student body as well as the new 7th Grade class entering in 1958 were served by those new facilities, although there were still several portable structures on campus.

Planning was already in progress for feeder schools (then called Junior High Schools, now known as Middle Schools), and in the Fall of 1959, the eventual Class of '64 left McArthur and attended Driftwood (students living north of Hollywood Boulevard) and Henry D. Perry (students living south of Hollywood Boulevard) Junior High Schools. In both cases, 8th Grade was in portable classrooms and 9th Grade was in new physical plants. Succeeding classes went directly to Driftwood and Perry.

1960 saw the first Senior Class graduating from McArthur and 1959-'60 saw the last 9th Grade class attending until the reorganization of the school structure. In the Fall of 1961, the last 7th Grade class to attend McArthur (and the classes following) returned to complete their Sophomore, Junior, and Senior years.

### **MAKING THE RIGHT CHOICE**

The right graduation program for a particular student is the one that best fits the abilities, interests, and goals of that individual student. Families should consider the educational benefits of each program and choose the one that will best prepare the student for his/her postsecondary education or career plan. Here are some things that students and families should consider:

- What is the student's postsecondary education and/or career goal?
- Is the student prepared to make a choice about postsecondary education and possible career paths?
- If the student is planning to attend a postsecondary institution away from home, does he or she have the mature decision-making skills needed to make the informed, safe choices required for independent living?
- Are three electives enough, or is the student interested in taking additional courses to explore his/her interests?
- Can the student meet admissions requirements for postsecondary education institutions of his/her choice by choosing the ACCEL program?
- Is the student going to compete for scholarships that require certain academic core courses, community service experiences, demonstrated leadership skills, or participation in extracurricular activities?
- Is the student planning to play college-level sports and if so will the student meet the NCAA course eligibility requirements?

Families and students are encouraged to contact the school counselor or BRACE Advisor at the student's school for more information about graduation programs, financial aid opportunities, accelerated programs, and college or career plans. Students and parents are also encouraged to continue to discuss their plans with the school counselor on a regular basis during the middle school and high school years. Students need to be interested and involved in their academic progress and in planning for their futures in order to ensure that they will be prepared to achieve their postsecondary goals.

## EDUCATIONAL PROGRAM PLANNING

Program planning is the process by which the parent, student, teachers, and counselor plan the sequence and level of courses necessary to achieve a desired educational goal. During program planning, test results, final grades, and teacher recommendations are used to decide placement in classes. Advanced placement, honors, regular, or remedial education courses will be recommended based on the results of standardized test scores, teacher input, and student/ parent interest. Passing the FSA ELA and EOCs are a requirement for receiving a graduation diploma. At McArthur High School, we encourage all parents to become an integral part of this process through continuous involvement in the program planning procedure.

***All students will receive a course selection form and access to a curriculum guide describing the course offerings. Students are asked to get a teacher recommendation from their current teachers as to which level of courses to take the next year. Students are then asked to select their elective courses. When the form is completed, the students are to take the form home for parental review and approval by parents. Care must be taken when choosing core and elective courses, as these choices will be adhered to in the scheduling process. Parents are instructed to verify and sign these forms to indicate their concurrence with the classes selected. The completed form is then returned to Guidance for counselors to use when meeting with the student. The entire process must be completed in order to meet district teacher unit allocation deadlines.***

As a parent, please feel free to contact us at any time about your student's academic program. We would hope that all our students share these program-planning procedures with their parents. If the student in your home has not mentioned "programming planning", please discuss these events with your child, and contact the guidance office.

### College Admissions Testing

McArthur High School provides a comprehensive college admissions testing program. The Administrator coordinates and administers these tests on specific dates each year. To be considered for admission to a four-year college or university, a student must present an acceptable score on either of the two college admission tests. It is **strongly recommended** that students take **both the ACT and SAT** and that the first tests be taken in the **Fall** of their Junior year. It is also possible for a student to qualify for an FSA ELA concordant score for their diploma.

**SAT I** test by College Board is a test of logical, analytical and critical thinking along with a written essay component. Registration is done at the website **CollegeBoard.org**. There is a fee for taking the SAT; however, if a student qualifies, they may use a fee waiver. Applicants to a military academy must take the SAT in their junior year.

**ACT** is another college admission test. The ACT tests English, Mathematics, Reading and Science Reasoning. Registration is done online at their website **ACTstudent.org**. Review the website for test dates, fees and more information. Student may also qualify for fee waiver.

Both of the major college testing programs have their relative merits. Most colleges will accept score results from either program.

**PSAT** is a preliminary SAT Test administered during the school day on a specific date in October. This test provides an opportunity for freshman, sophomores and juniors to become familiar with the types of questions on the SAT. Each student receives a score report which students can utilize to prepare for the SAT. Produced by College Board, this test serves two functions:

- a) An early practice test designed for students to prepare and familiarize them with the SAT.
- b) Students who want to participate in the National Merit Scholarship Competition; National Achievement Scholar or National Hispanic Scholar Competition must take this test in their **junior year**.

**SAT II** are specific subject areas test that some colleges and universities require for placement or for admissions. These are administered at the same time as the SAT. For registration and information, visit **CollegeBoard.org**.

**CAREER INVENTORY TESTING - ASVAB** - Armed Services Vocational Aptitude Battery - The ASVAB is offered free of charge by the military. This test provides information on academic areas and occupational skill areas for which a student is best suited. It is administered to juniors and seniors, and there is no commitment to military service.

## Standard Diploma Requirements

### Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade<sup>+</sup>:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

<sup>+</sup>Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

<b>4 Credits ELA</b>
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics*</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> <li>• An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</li> <li>• An identified computer science** credit may substitute for up to one science credit (except for Biology 1)</li> </ul>
<b>3 Credits Social Studies</b>
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*</b>
<b>1 Credit Physical Education*</b>
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
<b>8 Elective Credits</b>
<b>1 Online Course</b>
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

\* Eligible courses are specified in the [Florida Course Code Directory](#).

\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

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## Broward County Public Schools

# GRADUATION REQUIREMENTS

### For Students with Disabilities

**Graduation requirements for students with disabilities:** In addition to the 24-credit and the ACCEL 18-credit options above; there are two other standard diploma options available only to students with disabilities: academic and employment option and access points option. Both require the 24 credits listed in the chart and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science, and social studies (excluding Algebra I, Geometry, Biology, and United States History). Students who choose the academic and employment option must earn at least .50 credit via paid employment (counts as .50 elective credit). Students with significant cognitive disabilities may earn credits via access courses and assessed via an alternate assessment. See “Standard Diploma for Students with Disabilities served Through Access Points and Alternately Assessed” for additional information.

Students enrolled in 1. Algebra I, 2. Geometry, Algebra II, 3. Biology, and/or 4. United States History must take the respective EOC exam, and it will constitute 30% of the student’s final grade. Special Note: Thirty percent not applicable if enrolled in Algebra I, Geometry, and/or Algebra II in the 2014-2015 school year.

- ✓ A student is exempt from Biology I or United States History assessment if enrolled in AP, IB, or AICE Biology I or United States History course and takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

## DUAL ENROLLMENT

The Dual Enrollment Program is designed for students pursuing a college-preparatory course of study in high school. Dual Enrollment courses are applicable to the Associate in Arts degree at Broward College (BC). Students and parents should make the decision to enroll in Dual Enrollment courses based on communication with the university the student will attend. Some schools do not accept dual enrollment credits. Other schools only give elective credit. Some schools award no credit because these classes are not applicable to the degree requirements. Dual Enrollment classes can enhance a student's GPA; Dual Enrollment classes are weighted the same as Advanced Placement classes, at .08 higher than regular classes. Students will have the opportunity to sign up for Dual Enrollment classes during the 2023-24 school year in Fall 2023 (Spring Courses), Jan (Summer Courses), April/May (Fall 2024). Students will be allowed to alter their 2023-2024 class choices when their enrollment in these classes is confirmed. All classes are contingent on the availability of instructors and BC approval, and dates and times can change on short notice. Dual Enrollment classes are offered at BC and on campus at McArthur High School. If you plan to take Dual Enrollment classes next year, you'll still sign up for a full class load during programming so that you have reserved a spot in Honors or AP in case you don't get the Dual Enrollment class. If you qualify to take Dual Enrollment classes, there will be additional paperwork that you will complete at McArthur High School and/or an online application that you will do for BC. Since we have no guarantees of availability, we will edit your class choices for next year based on which dual enrollment classes you're able to take.

### **Student Eligibility Criteria for Dual Enrollment Courses:**

1. The Board shall identify the students qualified for participation in the program. For more information visit the BC website at <https://www.broward.edu/academics/dual-enrollment/students.html#nav-tabs-student-info-newstudents>. These students must demonstrate academic capabilities to pursue college-level instruction.
2. In order to be eligible for participation in the program a student must:
  - a. have at least a 3.0 cumulative grade point average (un-weighted); and
  - b. be pursuing a college preparatory course of study for enrollment in university transfer courses
  - c. take the ACT, SAT, PERT, or AccuPlacer. Minimum test scores required by BC are stated below. Students must bring proof of passing test scores to their counselors prior to programming. Students who have not yet received passing test scores are urged to take the AccuPlacer at the BC campus prior to programming and have an appropriate score.
3. Students may take no more than 9 credit hours during any one semester (18 weeks).
4. The high school principal or his/her designee will approve students eligible for Dual Enrollment. Students will be considered high school students for student activities and student body privileges.

**The table below shows minimum placement test scores required for eligibility.**

#### **Initial Eligibility**

- Be enrolled as a student in a Florida public or nonpublic secondary school or home education program in Broward County
- Minimum 3.0 unweighted high school grade point average (GPA)
- College-level test scores in all areas - English, Reading, and Math

Placement test	English	Reading	Math
SAT	25+ (Writing and Language)	24+ (Reading)	24 - 26.4 (MAC1105C, MGF1106, MGF1107) 26.5+ (MAC1105)
ACT	17+ (English)	19+ (Reading)	19-20 (MAC1105C, MGF1106, MGF1107) 21+ (MAC1105)
PERT	103+ (Writing) and 106+ (Reading)	106+ (Reading)	114-122 (MAC1105C, MGF1106, MGF1107) 123+ (MAC1105)
ACCUPLACER Next Gen	245+	245+	242 - 258 (MAC1105C, MGF1106, MGF1107) 259+ (MAC1105)



## **ADVANCED PLACEMENT**

Parents and students wanting more details on topics covered in any Advanced Placement (AP) class should visit this website for complete descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Advanced Placement classes are weighted .08 higher than regular classes and can improve a student's GPA and prepare students for college.

There is a considerable amount of study time involved in Advanced Placement classes, and students should be sure that they are willing to commit to extra time to complete reading and assignments. Students can earn early college credit for scores of 3 or higher on Advanced Placement exams. The individual college or university determines how many, or if, any credits will be granted for the AP exam score. **All students taking Advanced Placement classes will be REQUIRED to take the national Advanced Placement exam for that class. There is no cost; however, students who skip the exam will be charged \$86 for each exam.**

Students who choose to enroll in these challenging Advanced Placement college courses will not be removed from these courses once the school year begins. Because of this, AP students should discuss whether or not these courses are appropriate for them with their current teachers, their parents, and their counselors during programming. Students will have the opportunity to meet with their prospective AP teachers and review their AP classes in April during the sign-up period for Dual Enrollment.

### **LANGUAGE ARTS**

#### **AP ENGLISH LANGUAGE AND COMPOSITION**

##### **Grade 11**

**Prerequisite: Ability to handle a high-level literature course.**

**NOTE: This course includes a summer reading assignment.**

**1 credit**

Advanced Placement Language and Composition is the equivalent of a first-year college composition course. The coursework in this year-long class is challenging and academically rigorous. This course requires a high level of commitment from the student in both effort and time, but the rewards are great. Taking this class is perhaps the most important step a student can make in preparing for the challenges of college writing.

#### **AP ENGLISH LITERATURE AND COMPOSITION**

##### **Grade 12**

**1 credit**

**Prerequisite: Ability to handle a high-level literature course.**

**NOTE: This course includes a summer reading assignment.**

Advanced Placement Literature and Composition is the equivalent of a first-year college literature course. The coursework in this year-long class is challenging and academically rigorous. This course requires a high level of commitment from the student in both effort and time. Students will study literature from the 16th century to contemporary times and interpret the structure, style, themes, and literacy elements. Students who have previously taken Advanced Placement Language and Composition will find this class an excellent progression.

### **MATHEMATICS**

#### **AP Pre-Calculus**

##### **Grades 10-12**

**1 credit**

In AP Precalculus, **students explore everyday situations using mathematical tools and lenses.** Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations.

#### **AP CALCULUS AB**

##### **Grades 11-12**

**1 credit**

**Prerequisite: Pre-Calculus with a "C" or better and Teacher Recommendation. A TI-84 or TI-89 graphing calculator is recommended.**

The purpose of this course is to offer college-level mathematics under the guidelines of the Advanced Placement

Program. The course content will follow the outline set forth by the College Board for Advanced Placement, AB course. The following list is a set of specific course objectives. The list is organized with respect to its major course topics which include a review of the prerequisites, the development of limits, Differentiation, Integration, Transcendental Functions, Special Techniques/Methods, and the application of these topics.

## **AP CALCULUS BC**

**Grade 12**

**1 credit**

**Prerequisite: Pre-Calculus with a “B” or better and Teacher Recommendation. A TI-84 or TI-89 graphing calculator is required**

The purpose of this course is to provide an extensive study of the general theory and techniques of calculus. It is required that the student takes the Advanced Placement examination for Calculus AB or BC. A graphing calculator is required for this course.

## **SCIENCE**

### **AP BIOLOGY**

**Grades 10-12**

**1 credit**

**Prerequisites: Biology, Chemistry Honors; Must have a “C” or higher in courses (Biology & Chemistry)**

The purpose of this course is to provide a college-level course in biological science and to prepare the student to seek credit and/or appropriate placement in college biology courses. The content should include, but not be limited to, molecular and cellular biology, organismal biology, and population biology. Opportunities to understand the interactions of science with technology and society should be provided. Specific laboratory activities are course requirements. Advanced freshmen can take this course with prior approval. Students who receive a 5 on this exam can earn up to 8 credits

## **SOCIAL STUDIES**

### **AP HUMAN GEOGRAPHY**

**Grades 9-12**

**1 credit**

**Requirement: Minimum FSA ELA Level 3 and grade of B or higher in 8<sup>th</sup> grade Language Arts.**

AP Human Geography is about how humans have affected the landscape. Topics include culture, population, agriculture, urbanization, and political geography. Students who did not take this class in 9<sup>th</sup> grade are urged to do so Junior or Senior year, since there is a high pass rate on this AP exam, giving students free college credit.

### **AP PSYCHOLOGY**

**Grades 11-12**

**1 credit**

AP Psychology is equivalent to an introductory college course in psychology. This course is designed to introduce students to the 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 subfields within psychology. They also learn about the ethics and methods that psychologists use in their science and practice.

### **AP US GOVERNMENT & POLITICS**

**Grades 11-12**

**½ credit**

**Requirements: Minimum FSA ELA Level 3 and teacher’s recommendation: APUSH, AP World History, World History Honors, AP Lang/Eng 3 Honors**

AP US Government is a 1-semester course. It is intended for high-achieving seniors. This class meets the graduation requirement for American Government.

## **World Language**

### **AP FRENCH**

Grade: Teacher Recommendation

Emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

**Art**  
**AP STUDIO/2D**  
**Grade: Teacher Recommendation** **1 credit**

Develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, and others. You'll create artwork that reflects your own ideas and skills and what you've learned.

**AP ART/DRAW PORTFOLIO**  
**Grade: Teacher Recommendation** **1 credit**

**Computer Science**  
**AP COMPUTER SCIENCE**  
**Grade: Teacher Recommendation** **1 credit**

Introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

**AP COMPUTER SCIENCE PRINCIPLES**  
**Grade: Teacher Recommendation** **1 credit**

Introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet -work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

## **CAMBRIDGE – AICE**

The Cambridge Advance International Certificate of Education (AICE) is an internationally recognized diploma that is administered by the University of Cambridge in England and accepted in more than 160 countries. Focused on a well-rounded and rigorous liberal arts curriculum, the Cambridge AICE Program is divided into three subject areas: Mathematics and Science, Languages, and the Arts and Humanities. Students who pass seven credits worth of AICE examinations, in specific categories, will earn the AICE diploma entitling them to receive the highest level of Bright Futures Tuition Scholarship and up to one full year of college credit. The program is targeted to motivated students striving to attend both public and private universities.

**ENGLISH - LANGUAGE ARTS**  
**AICE ENGLISH GENERAL PAPER (AS Level)**  
**Grade 9** **1 credit**

**Prerequisite: 4 or 5 Level FAST Score or Level 3 FAST Score with a 3.0 or higher GPA**

**Note: Cambridge Group 4 – Interdisciplinary subjects. Students will prepare for and must take the AICE English General Paper AS exam.**

This course fulfills a 1 English requirement for high school graduation (any grade level). It encourages students to develop a maturity of critical thought and argument, and a mastery of expression in the English language. Students use advanced writing strategies and techniques as they write about a broad range of topics including politics, economics, science technology, and the arts.

### **AICE ENGLISH LANGUAGE (AS Level)**

**Grade 10**

**1 credit**

**Prerequisite: AICE English General Paper Teacher Signature Required**

**Note: Cambridge Group 2 – Languages. This course satisfies the 10<sup>th</sup> grade English Graduation requirement.**

**Students must take the AICE English Language AS exam.**

Cambridge International AS English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

## **SCIENCE**

### **AICE ENVIRONMENTAL MANAGEMENT (AS Level)**

**Grades 10-12**

**1 credit**

**Prerequisite: Successful completion of Biology and teacher signature required**

**Note: Cambridge Group 1 – Mathematics and Sciences -OR- Group 3 – Arts and Humanities. Students will prepare for and must take the AICE Environmental Management AS exam.**

This AS Level syllabus develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.

### **AICE MARINE SCIENCE (AS Level)**

**Grades 10-12**

**1 credit**

**Prerequisite: Successful completion of Biology and teacher signature required**

**Note: Cambridge Group 1 – Mathematics and Sciences. Students will prepare for and must take the AICE Marine science AS exam.**

This class will provide students with a comprehensive and advanced overview of the unique characteristics of the marine environment exploring the physical and biological characteristics of seawater. Laboratory activities will include the use of the scientific method, measurements, laboratory apparatus usage and safety.

## **SOCIAL STUDIES**

### **AICE INTERNATIONAL HISTORY (AS Level)**

**Grades 10-11**

**1 credit**

**Prerequisite: Teacher signature required.**

**Note: Cambridge Group 3 – Arts and Humanities. This course satisfies World History graduation requirement. Students will prepare for and must take the AICE International History AS exam.**

Cambridge International AS History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Students will need a strong ability to write critically and synthesize information across periods of 20<sup>th</sup> Century International History.

### **AICE GLOBAL PERSPECTIVES AND INDEPENDENT RESEARCH (AS Level)**

**Grades 10-12**

**1 credit**

**Prerequisite: Teacher signature required.**

**Note: Cambridge compulsory core subject and teacher signature required. Students will prepare for and must take the AICE Global Perspectives AS Level exam.**

Cambridge International AS Level Global Perspectives and Research prepares learners for positive engagement with our rapidly changing world. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives. Collaborative skills are enhanced through participation in a team project. In addition, students will create a video and write a research paper based on a global issue.

### **AICE UNITED STATES HISTORY (AS Level)**

**Grade 11**

**1 credit**

**Prerequisite: Teacher signature required.**

**Note: Cambridge Group 3 – Arts and Humanities. This course satisfies U.S. History graduation requirement. Students will prepare for and must take the AICE United States History AS exam.**

Cambridge International AS History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. In this course topics on the history of the USA from the period 1820 to 1941 will be the focus. Students will need a strong ability to write critically and synthesize information across periods of American History.

## **WORLD LANGUAGE**

### **AICE SPANISH LANGUAGE (AS Level)**

**Grades 10-12**

**1 credit**

**Prerequisite: Teacher signature required.**

**Note: Cambridge Group 2 – Languages. Students will prepare for and must take the AICE Spanish Language AS exam.**

The Cambridge International AS Level Spanish syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

## **PHYSICAL EDUCATION**

### **AICE PHYSICAL EDUCATION (AS level)**

**Grades 10-12**

**1 credit**

**Prerequisite: Teacher signature required.**

**Note: Cambridge Group 3 – Arts and Humanities. Students will prepare for and must take the AICE Physical Education AS exam.**

The Physical Education syllabus is both practical and theoretical, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance. This course is substantially different than a high-school level PE course, requiring more academic study and rigor.

## **ELECTIVES**

### **AICE MEDIA STUDIES (AS Level)**

**Grades 10-12**

**1 credit**

**Prerequisite: Successfully complete Teacher signature required.**

**Note: Cambridge Group 3 – Arts and Humanities. Students will prepare for and must take the AICE Media Studies AS exam.**

Cambridge International AS Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level students create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

### **AICE THINKING SKILLS (AS Level)**

**Grades 11-12**

**1 credit**

**Prerequisite: Teacher signature required.**

**Corequisite: Enrolled in Geometry or higher**

**Note: Cambridge Group 4 – Interdisciplinary subjects. Students will prepare for and must take the AICE Thinking Skills AS exam.**

Thinking Skills develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real-world issues. The syllabus enables students to develop their ability to analyze unfamiliar problems, devise problem-solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments.

## **ENGLISH LANGUAGE ARTS**

### **ENGLISH CORE COURSES**

#### **ENGLISH I**

**Grade 9**

**1 credit**

This course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This course focuses on the conventions of various genres.

#### **ENGLISH II**

**Grade 10**

**1 credit**

**Prerequisite: English I**

This course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This course focuses on world literature.

#### **ENGLISH HONORS II**

**Grade 10**

**1 credit**

**Prerequisite: English I Honors; Teacher Recommendation**

This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills. It is recommended that students score at Level 3 or higher on the Florida Standards Assessments (FSA) English Language Arts (ELA) assessment and are motivated to achieve at the college-bound level.

#### **ENGLISH III**

**Grade 11**

**1 credit**

This course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This course focuses on American literature.

**ENGLISH HONORS III****Grade 11****1 credit****Prerequisite: English II Honors; Teacher Recommendation; Level 3 or higher on FAST ELA Assessment**

This course promotes academic excellence in English language arts through enriched experiences in reading, writing, speaking, and listening and provides instruction in the study of American literature. It is recommended that students score at Level 3 or higher on the Florida Standards Assessments (FSA) English Language Arts (ELA) assessment and are motivated to achieve at the college-bound level.

**ENGLISH IV****Grade 12****1 credit**

This course is to provide grade 12 students, using texts recognized as part of a classical canon, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**ENGLISH HONORS IV****Grade 12****1 credit****Prerequisite: English III Honors; Teacher Recommendation**

This course promotes academic excellence in English language arts through enriched experiences, communications skills, and through instruction in literature and media. The texts used are recognized as part of a classical canon. It is recommended that students score at Level 3 or higher on the FSA ELA and are motivated to achieve at the college-bound level.

**ENGLISH I, II, III, IV THROUGH ESOL****Grades 9-12****1 credit each****NOTE: This course is for students enrolled in the LEP (LY) Program)**

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. Each grade level will focus on the corresponding curriculum for English.

**INTENSIVE READING****Grades 9-12****1 elective credit**

This course is designed for students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student needs based on diagnostic assessments and adjust according to ongoing progress monitoring data.

**LANGUAGE ARTS ELECTIVES****JOURNALISM I (Performing Arts Credit)****Grades 9-12****1 credit**

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

**JOURNALISM II-IV ~ NEWSPAPER****Grades 10-12****1 credit each****Prerequisite: Journalism I**

These courses provide practical experience in successful news-gathering techniques, practice in journalistic writing, and opportunities to explore a career in journalism. The content includes frequent practice in gathering information and in writing news, sports, feature articles, editorials, and techniques in news photography, advertising, and editorial cartooning. Organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, utilization of personnel, and task organization, are stressed. These classes publish the school's newspaper. Students should be dedicated and hard-

working individuals willing to devote after-school hours to the completion of deadlines.

### **JOURNALISM II-IV ~ YEARBOOK**

**Grades 10-12**

**1 credit each**

#### **Prerequisite: Journalism I**

This course provides advanced instruction in journalistic writing and production techniques. The content includes instruction in writing, designing, and managing journalistic enterprises. The emphasis is on 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. These classes publish the school's yearbook. Students should be dedicated and hard-working individuals willing to devote after-school hours to the completion of deadlines.

### **DEBATE I (LH)(Performing Arts Credit)**

**Grades 9-12**

**1 credit**

#### **Prerequisites: Teacher approval**

This elective course provides instruction in argumentation and problem-solving. The focus is instruction in logical thinking, organization of facts, and speaking skills. Students research topics and participate in debates within the classroom and formal debate.

### **DEBATE II (LH)**

**Grades 9-12**

**1 credit**

#### **Prerequisites: Debate I**

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

### **DEBATE III & IV HONORS**

**Grades 10-12**

**1 credit**

#### **Prerequisites: Teacher Approval**

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

### **DEBATE V & VI HONORS**

**Grades 11-12**

**1 credit**

#### **Prerequisites: Teacher Approval**

This course is focused on the advanced and complex use of correct and effective language and organizational skills in preparing, delivering, and evaluating arguments and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present complex, well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

## **MATHEMATICS**

Math classes are determined based on student achievement in past math classes and on test scores. Since final grades and test scores won't be available during programming, students may be programmed for one math class in December/January and placed in a different math class in August based on their performance. The Best Algebra End of Course Exam has replaced the FSA Algebra 1 EOC. Students currently taking Algebra 1, Algebra 1 Honors,



Algebra 1B, Geometry, and Geometry Honors may have their math classes changed based on their scores on these assessments.

Adjustments can be made at the beginning of the year during class balancing, except for AP Statistics and AP Calculus.

## **MATHEMATICS CORE CLASSES**

### **ALGEBRA 1A & 1B (INTENSIFIED ALGEBRA) – IMA STUDENTS ONLY**

**Grades 9**

**1 credit**

This course covers the same material as Algebra 1 but is a two-period block for which students receive two math credits. This course provides additional support and preparation for the EOC exam for students who find algebraic concepts difficult.

### **ALGEBRA I**

**Grade 9**

**1 credit**

Algebra provides the foundation for more advanced mathematics courses and focuses on the skills needed to solve mathematical problems. This class is a graduation requirement. Students who didn't pass the EOC can retake Algebra or take Algebra 1b. Students must pass the FSA Algebra 1 EOC (End Of Course Exam) to receive course credit.

### **ALGEBRA I HONORS**

**Grade 9**

**1 credit**

**Prerequisite: Level 3 or higher PM3 Assessment**

In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

### **GEOMETRY**

**Grade 10**

**1 credit**

**Prerequisite: Algebra 1 or Algebra 1 Honors**

The purpose of this course is to emphasize critical thinking involving the discovery of relationships and their proofs and skill in applying the deductive method to mathematical situations. Students must pass the FSA Geometry EOC to receive credit for this course.

### **GEOMETRY HONORS**

**Grade 10**

**1 credit**

**Prerequisite: "B" or higher in Algebra 1 Honors; Minimum Level 3 – Alg 1 EOC**

The purpose of this course is to give a rigorous in-depth study of geometry with an emphasis on methods of proof and the formal language of mathematics. Students must pass the FSA Geometry EOC to receive credit for this course.

### **ALGEBRA II**

**Grades 9-12**

**1 credit**

**Prerequisite: Geometry or Geometry Honors**

The purpose of this course is to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Students must pass the FSA Algebra 2 EOC to receive credit for this course.

### **ALGEBRA II HONORS**

**Grades 9-12****1 credit****Prerequisite: Geometry Honors and “B” or higher in Algebra 1 Honors.**

This course presents an in-depth study of the topics of Algebra 2 with emphasis on theory, proof, and development of formulas and their application. Students must pass the FSA Algebra 2 EOC to receive credit for this course.

**PRE-CALCULUS HONORS****Grades 10-12****1 credit****Prerequisite: “C” or higher in Algebra 2 Honors**

The formal study of elementary functions as presented in Algebra 2 honors is extended in this course. Students apply technology, modeling, and problem-solving skills to the study of trigonometric and circular functions, identities, and inverses, and their applications, including the study of polar coordinates and complex numbers. Vectors in two dimensions are studied and applied. Problem simulations are explored in multiple representations – algebraic, graphic, and numeric. The study of limits and the formal definition of derivatives are applied to functions and their continuity. **A TI-83 or TI-84 graphing calculator is recommended for this course.**

**Probability and Statistics Honors****Grades 11-12****1 credit****Prerequisite: “C” or higher in Pre-Calculus Honors**

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

**Math for Data & Financial Literacy****Grade 12****1 credit****Prerequisite: Passed Algebra 1 EOC or Concordant Score**

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions, and functions to data and financial contexts; (2) developing an understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing an understanding of planning for the future through investments, insurance, and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

**Math for College Liberal Arts****Grade 12 “Students who have not yet met Math Test Graduation Requirement”****1 credit**

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

**SCIENCE****ENVIRONMENTAL SCIENCE****Grade 9****1 credit****Prerequisite: Grade 8 Science Assessment Level 1 or 2**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem-solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

**BIOLOGY I****Grades 9-11****1 credit****Prerequisite: Grade 8 Science Assessment Level 3**

This course provides exploratory experiences, laboratory, and real-life applications in the biological sciences. Students must pass the NGSSS Biology EOC to receive credit for this course.

**BIOLOGY I HONORS****Grades 9-10****1 credit****Prerequisite: Grade 8 Science Assessment Level 4 or 5**

This course provides students with advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts that were introduced earlier and refines these concepts and present additional facts, concepts, and generalizations. Students must pass the NGSSS Biology EOC to receive credit for this course.

**MARINE SCIENCE I****Grades 10-12****1 credit****Prerequisite: Biology**

This course provides students with an understanding of oceanography. The course is designed to cover marine topics from the history of marine science and the technologies that have been developed to current environmental practices. There are required dissections and a survey of all marine organisms is completed.

**MARINE SCIENCE I HONORS****Grades 10-12****1 credit****Prerequisite: Biology**

While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors-level coursework.

**CHEMISTRY I****Grades 10-12****1 credit****Prerequisite: Biology**

This course provides students with a rigorous study of the composition, properties, and changes associated with matter.

**CHEMISTRY I HONORS****Grades 10-12****1 credit****Prerequisite: Biology Honors**

This course provides students with a rigorous study of the composition, properties, and changes associated with matter. Students who are not yet enrolled in Algebra 2 or a higher-level math class should take regular chemistry.

**ANATOMY AND PHYSIOLOGY HONORS****Grades 10-12****1 credit****Prerequisite: Biology, Chemistry**

This course provides students with rigorous content and laboratory activities on the structures and functions of the components of the human body. The content should include, but not be limited to, anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, circulatory system, respiratory system, digestive system, excretory urinary system, reproductive system, homeostasis, disease process, immune response, and inheritance: molecular, cellular, organismal; mutations and genetic disorders. This course requires frequent dissection labs with assorted animal specimens.

**SOCIAL STUDIES****WORLD HISTORY****Grade 9****1 credit**

The purpose of World History is to provide students with the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that affected humanity.

**WORLD HISTORY HONORS****Grade 9****1 credit****Prerequisite: Level 3, 4, or 5 Civics Test**

The purpose of World History Honors is to provide students with the opportunity to acquire a comprehensive

understanding of the past in terms of what has been interpreted about change or process as it relates to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of interpretation and the issues of external and internal validity.

### **Personal Financial Literacy**

#### **Grade 10**

**1 credit**

Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

### **Personal Financial Literacy Honors**

#### **Grade 10**

**1 credit**

Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

### **US HISTORY**

#### **Grade 11**

**1 credit**

The purpose of American History is to provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific and cultural events that have affected the rise and growth of our political, social, and economic past. Students must pass the NGSSS US History EOC to receive credit for this course.

### **US GOVERNMENT**

#### **Grade 12**

**½ credit**

The purpose of this course is to provide students with the opportunity to acquire an understanding of American government and political behavior. Appropriate concepts and skills will be developed in connection with the content. Required for high school graduation.

### **US GOVERNMENT HONORS**

#### **Grade 12**

**½ credit**

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

### **ECONOMICS**

#### **Grade 12**

**½ credit**

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems.

### **ECONOMICS HONORS**

#### **Grade 12**

**½ credit**

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

## **SOCIAL STUDIES ELECTIVES**

**PSYCHOLOGY I****Grade 12****1 credit**

Psychology I is an introductory course, designed to help the student understand the workings of the mind during high school years. The different ways a person deals with interpersonal relationships with friends and family will be explored. Basic psychological principles of personality will be discussed and analyzed.

**WORLD LANGUAGES**

The primary goal is to ensure that students are communicatively competent and proficient in grammar concepts. Understanding culture is also an important part of our language program. Many colleges and universities are now requiring a minimum of two years of a world language as an admissions requirement.

**NOTE:**

1. Freshmen, sophomores, and juniors are eligible to take any world language as an elective course.
2. Students are placed into upper-level language courses (levels 3) and AP Spanish by teacher recommendation and the World Language Department Head approval only. Students must have a C average or higher in their World Language classes and pass written and oral placement assessments to qualify.

**FRENCH I****Grades 9-11****1 credit****Prerequisite: 2.5 GPA or higher**

This course introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient oral and written communication in the language. There is an emphasis on the culture, connections, comparisons, and communities of the target language.  
of famous Hispanic people.

**FRENCH II****Grades 9-11****1 credit****Prerequisite: 2.5 GPA or higher; French I**

This course will continue expanding the listening, speaking, reading, and writing skills the student developed in French I and aim toward increasing their proficiency level. The student will achieve greater fluency and accuracy as they learn to express, interpret, and negotiate meaning in a creative, productive, and safe environment

**SPANISH I****Grades 9-11****1 credit****Prerequisite: 2.5 GPA or higher**

This course introduces students to the Spanish language, its culture, and to develop communication skills. Students will learn about countries around the world where Spanish is spoken. Students will acquire an appreciation for other cultures, groups of people, and ways of life. The content of this course includes listening and speaking with special emphasis on pronunciation, reading and writing. Because of the content of this course, it will not be available to native speakers of the Spanish language.

**SPANISH II****Grades 9-12****1 credit****Prerequisite: 2.5 GPA or higher; Spanish I**

This course will continue expanding the listening, speaking, reading, and writing skills the student developed in Spanish I and aim toward increasing their proficiency level. The student will achieve greater fluency and accuracy as they learn to express, interpret, and negotiate meaning in a creative, productive, and safe environment.

**SPANISH SPEAKS I****Grades 9-12****1 credit**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing,

including the fundamentals of Spanish grammar.

## **SPANISH SPEAKS II**

**Grades 10-12**

**1 credit**

### **Prerequisite: Spanish Speaks I**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1.

## **PHYSICAL EDUCATION**

### **PERSONAL FITNESS**

**Grades 9-12**

**½ credit**

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

### **BASKETBALL**

**Grades 9-12**

**1 credit**

This course provides opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits as well as later in life and to maintain and/or improve personal fitness and practice basic techniques.

### **TEAM SPORTS I**

**Grades 9-12**

**½ credit**

This course provides opportunities to develop skills and acquire knowledge of game strategies for Basketball, Volleyball, Flag Football, Soccer and Softball.

### **VOLLEYBALL I**

**Grades 9-12**

**1 credit**

This course will teach skills associated with setting, spiking, passing, serving, and blocking. Both offensive and defensive strategies will be taught along with an opportunity to participate in game competition.

### **WEIGHT TRAINING I**

**Grades 9-12**

**1 credit**

The purpose of this course is to provide students with opportunities to acquire knowledge and develop skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image.

## **FINE ART**

### **2-DIMENSIONAL STUDIO ART I**

**Grades 9-12**

**1 credit**

This is a year-long course where 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.

### **2-DIMENSIONAL STUDIO ART II**

**Grades 10-12**

**1 credit**

#### **Prerequisite: 2-Dimensional Studio Art I or teacher recommendation**

This is a continuation of skills learned in level one drawing, painting, or 2-dimensional art classes. Students will explore and make work that is at a higher level in the areas of drawing, painting, collage and/or printmaking. It is geared towards students who want to further their artistic skills learned in 2-Dimensional Art 1 or Drawing and

Painting 1.

**Portfolio Development: Two-Dimensional Design Honors  
Grades 11-12**

**1 credit**

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface.

## **PERFORMING ARTS**

**THEATRE I**

**Grades 9-12**

**1 credit**

**Prerequisite: None**

**NOTE: Meets requirements as elective for Performing Fine Arts**

The purpose of this course is to introduce students to the study and practice of theatre arts. The content should include, but not be limited to, an overview of the history of the theater and literature of the theater. Students should be introduced to the fundamentals of theatre production which include scenery construction, costuming, lighting, and make-up. Students should be introduced to the fundamentals of acting. Students may be required to participate in rehearsals and performances outside of school hours.

**THEATRE II**

**Grades 10-12**

**1 credit**

**NOTE: Prerequisite: Theatre I or teacher recommendation.**

**Meets requirements as elective for Performing Fine Arts**

The purpose of this course is to provide intermediate development of skills useful to the study and practice of theatre arts. The content should include, but not be limited to, instruction in reading and interpretation of dramatic literature. Other instructional emphases should include techniques and mechanics of acting: set, costume, and lighting design, as well as other features of stagecraft; character analysis and portrayal; interactive and analytical study of plays; and production of plays and other dramatic presentations. Students may be required to participate in rehearsals and performances outside of school hours.

**Theatre III**

**Grades 11-12**

**1 credit**

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

**CHORUS I**

**Grades 9-12**

**1 credit**

This class is designed to learn the fundamentals of vocal technique, as well as musicianship and sight singing. Basic music terminology and understanding of music theory as it applies to choral singing will be studied. For information on costs related to this class, contact Gerald Armbrister at [gerald.armbrister@browardschools.com](mailto:gerald.armbrister@browardschools.com).

**CHORUS II-IV**

**Grades 10-12**

**1 credit**

The purpose of this course is to provide students with further opportunities to develop musicianship skills in vocal music and choral ensembles; singing skills essential for future placement in more advanced choral ensembles. The content should include, but not be limited to, enabling students to develop fundamental skills in proper vocal tone production, choral performance techniques, musical literacy and music appreciation. Full year schedule encouraged.

**CHORUS 5 HONORS**

**Grades 11-12**

**1 credit**

This year-long, advanced class is designed for students with previous participation in a high school chorus who have

demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance.

### **CHORUS 6 HONORS**

**Grades 11-12**

**1 credit**

Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement.

### **MUSIC WORLD**

**Grades 9-12**

**1 credit**

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital).

### **MUSIC TECH & SOUND ENGINEERING**

**Grades 9-12**

**1 credit**

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music.

### **MUSIC TECH & SOUND ENGINEERING II**

**Grades 10-12**

**1 credit**

They explore the creative and aesthetic implications of music technology and sound engineering through class work. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **BAND I**

**Grades 9-12**

**1 credit**

**Prerequisite: Band Director Recommendation – Mr. Moorer**

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places.

### **BAND 2 (Symphonic)**

**Grades 9-12**

**1 credit**

**Prerequisite: Band Director Recommendation – Mr. Moorer**

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.

### **ORCHESTRA 6 HONORS**

**Grades 10-12**

**1 credit**

**Prerequisite: Band Director Recommendation – Mr. Moorer**

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals.

### **INSTRUMENTAL ENSEMBLE 1 (Color Guard/Drumline)**

**Grades 9-12**

**1 credit**

**Prerequisite: Band Director Recommendation – Mr. Moorer**

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression.

### **JAZZ ENSEMBLE 2**

**Grades 9-12**

**1 credit**

**Prerequisite: Band Director Recommendation – Mr. Moorer**



Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians.

## **ARMY JUNIOR ROTC**

### **LEADERSHIP EDUCATION & TRAINING 1**

**Grades 9-10**

**1 credit**

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

### **LEADERSHIP EDUCATION & TRAINING 2**

**Grades 10-11**

**1 credit**

#### **Prerequisite: Leadership Education & Training 1**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity and the prevention of sexual harassment. It provides instruction on leadership skills, leadership theories as well as basic principles of management. It provides self-assessments that assist students in determining their skills and utilizes opportunities for peer teaching using accepted principles and methods of instruction. It also includes dietary guidelines and fitness instruction, map reading and orienteering skills. It discusses the significant events that helped shape and develop our Constitutional government and teaches the role of political parties in the election process.

### **LEADERSHIP EDUCATION & TRAINING 3**

**Grades 11-12**

**1 credit**

#### **Prerequisite: Leadership Education & Training 2**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training II. This course allows cadets to investigate the interrelationships of the military services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as ways to prevent violence and manage anger. The research, identification, planning, and execution of service learning activities is included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches students how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped our nation.

### **LEADERSHIP EDUCATION & TRAINING 4**

**Grade 12**

**1 credit**

#### **Prerequisite: Leadership Education & Training 3**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. Concepts of liberty and Constitutional government and their influence on local governments are also included.

## **HORTICULTURE/AQUACULTURE**

### **AGRISCIENCE FOUNDATIONS 1 HONORS**

**Grades 9-10****1 credit****NOTE:**

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience.

**INTRODUCTION HORTICULTURE 2 HONORS****Grades 10-11****1 credit**

This course is designed to develop competencies in the areas of career opportunities; global importance of agriculture; plant classification; propagation; growing media; nutritional needs; fertilization; irrigation; pest identification; pest control, pruning; plant installation; transplanting; safe hand-tool use; and employability skills.

**HORTICULTURE SCIENCE 3 HONORS****Grades 11-12****1 credit**

This course is designed to develop competencies in the areas of industry regulations; plant classification; plant transportation; soil sampling and analysis; fertilizer calculations; recording keeping; irrigation components, water quality; drainage; integrated pest management; pesticide safety and regulations; equipment calibration; chemical growth regulators; xeriscaping; integrated landscape management; safe use of power equipment; record keeping; and employability skills.

**AQUACULTURE 2 HONORS****Grades 11-12****1 credit**

This course is designed to develop competencies in the areas of nature and origin, career opportunities, biological principles, safety, water quality, seed production, market outlets, rules and regulations, technological advances, problem solving and leadership employability communication and human relations skills.

**AQUACULTURE 3 HONORS****Grades 11-12****1 credit**

This course is designed to develop competencies in the areas of safety; animal behavior; animal welfare; animal control; and employability skills. Using the land lab facilities to teach identification and functions of animal systems, normal and abnormal behavior along with looking at issues that directly affect the animal industry are covered. FFA is an important part of this program. There is the Animal Science Specialist certification associated with this course.

## **DIGITAL MEDIA**

**DIGITAL MEDIA FUNDAMENTALS HONORS****Grade 12****1 credit**

This course introduces students to the essential concepts, components, terminology, and knowledge about digital media, software applications, and delivery systems.

## **GAME SIMULATION/E-SPORTS**

**GAME & SIMULATION FOUNDATIONS LH****Grades 9-10****1 credit**

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development

methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

### **GAME & SIMULATION DESIGN LH**

**Grades 10-11**

**1 credit**

#### **Prerequisite: Game & Simulation Foundations**

This course covers fundamental principles of designing a game or a simulation application, rules and strategy of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations.

### **GAME & SIMULATION 2D (GRAPHIC ARTIST) LH**

**Grades 11-12**

**1 credit**

#### **Prerequisite: Game & Simulation Design**

This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.

### **GAME & SIMULATION 3D (Animation) LH**

**Grade 12**

**1 credit**

#### **Prerequisite: Game & Simulation 2D**

This course is focused on students acquiring skills to create, refine, and integrate realistic 3D graphics into a game or simulation product. Students will essentially learn how to use a 3D animation software package, file maintenance conventions, and migration techniques and issues.

## **DIGITAL DESIGN**

### **DIGITAL DESIGN 1**

**Grades 9-10**

**1 credit**

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

### **DIGITAL DESIGN 2 HONORS**

**Grades 10-11**

**1 credit**

#### **Prerequisite: Digital Design 1**

This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

### **DIGITAL DESIGN 3 HONORS**

**Grades 11-12**

**1 credit**

#### **Prerequisite: Digital Design 2**

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and

digital imaging activities as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

#### **DIGITAL DESIGN 4 HONORS**

**Grade 12**

**1 credit**

**Prerequisite: Digital Design 3**

This course is designed to develop advanced industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment, including digital video cameras and video/audio editing software.

### **MULTI-MEDIA PRODUCTION**

#### **DIGITAL VIDEO TECHNOLOGY 1 Honors**

**Grades 9-10**

**1 credit**

This course provides students with an introduction to the digital video production process; content includes safe work practices, planning a production set, designing lighting plans, camera operation, and audio/ video recording, mixing, and editing.

#### **DIGITAL VIDEO TECHNOLOGY 2 Honors**

**Grades 10-11**

**1 credit**

**Prerequisite: Digital Video Technology 1**

This course provides students with intermediate level instruction in the digital video production process.

### **PATHWAYS TO ENGINEERING**

#### **INTRODUCTION TO ENGINEERING DESIGN HON**

**Grades 9-10**

**1 credit**

This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

#### **PRINCIPLES OF ENGINEERING HON**

**Grades 10-11**

**1 credit**

**Prerequisite: Introduction to Engineering Design Hon**

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people.

#### **COMPUTER INTEGRATED MANUFACTURING HON**

**Grades 11-12**

**1 credit**

**Prerequisite: Principles of Engineering Hon**

This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

**ENGINEERING DESIGN AND DEVELOPMENT HON****Grade 12****1 credit****Prerequisite: Computer Integrated Manufacturing Hon**

The purpose of this course is to serve as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum. Students will be expected to create and deliver a formal report on the project.

**ROBOTICS****FOUNDATIONS OF ROBOTICS****Grades 9-10****1 credit**

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

**ROBOTIC DESIGN ESSENTIALS HON****Grades 10-11****1 credit****Prerequisite: Foundations of Robotics**

This course provides students with content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling, and critical thinking skills.

**ROBOTIC SYSTEMS HON****Grades 11-12****1 credit****Prerequisite: Robotic Design Essentials**

This course provides students with extended content and skills essential to the design and operation of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling, and critical thinking skills.

**ROBOTIC APPLICATIONS CAPSTONE****Grade 12****1 credit****Prerequisite: Robotic Systems Hon**

This course provides students with extended content and skills essential to the design and operation of autonomous robotic systems in the context of a capstone project.

**ALLIED HEALTH****HEALTH SCIENCE ANATOMY & PHYSIOLOGY HON****Grades 10-11****1 credit**

This course is part of the secondary Health Core consisting of a study of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

**HEALTH SCIENCE FOUNDATIONS HON****Grades 11-12****1 credit**

This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students will also learn first aid skills and demonstrate the measurement of vital signs.

**ALLIED HEALTH ASSISTING 3****Grades 11-12****1 credit**

In this course, students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings.

**STUDENT GOVERNMENT (E-BOARD)****LEADERSHIP SKILLS DEVELOPMENT (E-BOARD)****Grades 10-12****1 credit**

**Prerequisite:** Meet all the below criteria and possess at least a 3.0 GPA. See Mrs. Cumberland for an application.

**MCARTHUR HIGH SCHOOL**  
**STUDENT PLANNING FORM**

**PLANNING TIPS:**

- 1) Utilize the below table to maximize the use of the Course Selection Guide 2022-2023 for your benefit.
- 2) You **MUST** indicate the equivalent of 7 one-credit courses for the entire year. You should list the required courses and most preferred elective courses first with #1 being the most preferred/required elective course. You can choose a combination of full-credit and half-credit courses. Simply write the title of the course in the spaces provided below. Remember to pair each ½ credit course with another ½ credit course.
- 3) You should indicate some alternate choices and place them in numerical order of preference in case conflicts arise and a more preferred class cannot fit into the schedule.
- 4) Refer to the Graduation Requirements on page 7. Be sure you are meeting the graduation requirements for your cohort (the year you enter the 9<sup>th</sup> grade).

	CURRICULUM	1 CREDIT COURSE	or	½ CREDIT COURSES
1.	<i>English</i>		or	
2.	<i>Mathematics</i>		or	
3.	<i>Science</i>		or	
4.	<i>Social Studies</i>		or	
5.	<i>Elective *</i>		or	
6.	<i>Elective *</i>		or	

7.	<i>Elective *</i>		or	
8.	<i>Alternative Elective **</i>		or	
9.	<i>Alternative Elective **</i>		or	
10.	<i>Alternative Elective **</i>		or	

\* Each elective choice should equal two semesters (one school year). If you choose a one-semester course, you must pair it with another one-semester course.

- If FSA ELA scores are below Level 3, one of two electives will be reading,

\*\* Alternative courses must be selected. If an elective choice is not available, an alternative course will be substituted.

**MCARTHUR HIGH SCHOOL  
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