Atlantic Technical College and Technical High School Course Descriptions

ATLANTIC TECHNICAL COLLEGE AND TECHNICAL HIGH SCHOOL
4700 Coconut Creek Parkway – Coconut Creek, FL 33063
www.atlantictechnicalcollege.edu

Program Contract

All students at Atlantic Technical College and Technical High School follow a schedule that prepares them for college and the world of work in a global society. During the freshman and sophomore years, every student takes the same set of college, career, and scholarship-preparatory courses. At the end of the sophomore year, each student selects a Technical program. Students are also required to take four credits in each of the academic core subjects (English, Math, Science, and Social Studies). Atlantic Technical College and Technical High School's unique program is rigorous and prepares a student for a successful future, including the opportunity to earn scholar and merit diploma designations, articulated college credit, industry credentials, and technical certification/licensure.

While Magnet students have already met county-mandated standards to attend our program, they must continue to adhere to specific guidelines in order to remain at Atlantic Technical College and Technical High School. According to School Choice Policy 5004.1:

- All students must maintain a minimum unweighted GPA of 2.5.
- Secondary Magnet school/program placement may be rescinded by the Office of Service Quality at any time after documented interventions have been attempted during the school year for repeated violations of the Code of Student Conduct guidelines including poor attendance, excessive tardiness, or inappropriate behavior, and failure to follow school procedures.

In the unlikely event that Magnet students fail to meet the established criteria to remain at Atlantic Technical College and Technical High School, they will be reassigned to their zoned school.

Every Student Follows This Schedule: 32 credits total – 4 x 4 block schedule **Atlantic Technical College and Technical High School does not offer any other high school diploma options.**			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
English I Honors Algebra I Honors (or higher level) Biology Honors Debate Spanish I, II or III Honors Computer Science Discoveries Individual & Dual Sports / Personal Fitness Critical Thinking/Health Explorations Honors	English II Honors Geometry Honors (or higher level) Chemistry World History Honors Spanish II, III, IV Honors or AP AP Computer Science Principles Psychology or AP Psychology Career Research & Decision Making/ Money Matters: Per. Fin. Lit. Honors	English III Honors or ENC1101 Algebra II Honors (or higher level) Marine Science I Honors, Anatomy Honors, Physics or higher level US History Honors or AP US History Technical Program I - IV	English IV Honors, ENC1101 or ENC1102 Discrete Math Honors, Statistics Honors, Precalculus Honors (or higher level) or Math for College Algebra Marine Science I Honors or higher US Gov Honors/ Econ w/ Fin Literacy Honors Technical Program V - VIII

Higher level mathematics courses include Geometry Honors, Algebra II Honors, Pre-Calculus Honors, Calculus Honors, Statistics Honors, and College Algebra (MAC1105).
Higher level science courses include Physics, AP Physics I, Environmental Science Honors, and AP Environmental Science.

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* Elective courses include AP Human Geography, AP Psychology, African-American History Honors/Holocaust History Honors. Computer and Internet Literacy (CGS1060C), Personal Financial Literacy Honors, and Weight Training.

* *Due to the limited amount of academic courses offered at ATC, it is strongly recommended that any online or Dual Enrollment course be taken for academic enrichment purposes only. Students should not take a course online or for Dual Enrollment credit in a course that is available at ATC unless there is a scheduling conflict or for grade forgiveness, and it is recommended by the counselor.*

I have read and understand the Atlantic Technical College and Technical High School Program Contract.

_____ _____

Parent/Guardian Name (print) Parent/Guardian Signature

Date:_____ Student Signature _____

Honors and Advanced Level Course Note:
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. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Language Arts

English I Honors
Course Number: 1001320
Abbreviated Title: ENG HON 1
Number of Credits: One (1) credit
Grade Level(s): 9
Graduation Requirement: English

Course Description

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

English II Honors
Course Number: 1001350
Abbreviated Title: ENG HON 2
Number of Credits: One (1) credit
Grade Level(s): 10
Graduation Requirement: English

Course Description

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

English III Honors
Course Number: 1001380
Abbreviated Title: ENG HON 3
Number of Credits: One (1) credit
Grade Level (s): 11
Graduation Requirement: English

Course Description

The purpose of this course is to provide grade 11 students, using texts of high complexity, advance integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

English IV Honors
Course Number: 1001410
Abbreviated Title: ENG HON 4
Number of Credits: One (1) credit
Grade Level (s): 12
Graduation Requirement: English

Course Description

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Composition I
Abbreviated Title: ENC 1101
Number of High School Credits: One (1) credit
Number of College Credits: Three (3) credits

Course Description

ENC1101 is a university parallel course that requires students to learn and practice writing by creating original compositions, exploring basic rhetorical forms such as narration, exposition, and argumentations. Students will also develop research skills and learn to incorporate research material through the writing process. For non- exempt students, placement in ENC1101 is determined by both standard and departmental assessment tests. Students must earn a grade of C or higher to meet the requirements of the Gordon Rule for writing. This is a writing credit course that focuses on extensive writing and revision. ***Prerequisite: Must meet Dual Enrollment Initial Eligibility. See your counselor or visit www.broward.edu/dual for more details.***
(https://students.broward.edu/resources/college-catalog/_docs/2020-2021-bc-college-catalog/course-descriptions.pdf)

Composition II
Abbreviated Title: ENC 1102
Number of High School Credits: One (1) credit
Number of College Credits: Three (3) credits

Course Description

Composition II is designed to further develop a student's communication skills by building on the writing and critical thinking strategies learned in ENC1101. The course requires students to observe the conventions of Standard American English and create documented essays, demonstrating a students' ability to think critically and communicate analytically. Selected texts supplement the course and provide topics for discussion and assignments. Students use library research methods for primary and secondary sources to produce MLA style-documented and well argued research essays and projects. This is a writing credit course. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule for writing. ***Prerequisite: Must meet Dual Enrollment Initial Eligibility. See your counselor or visit www.broward.edu/dual for more details.*** (https://students.broward.edu/resources/college-catalog/_docs/2020-2021-bc-college-catalog/course-descriptions.pdf)

Math

Algebra I Honors
Course Number: 1200320
Abbreviated Title: ALG 1 HON
Number of Credits: One (1) credit
Graduation Requirement: Algebra

Course Description

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry Honors
Course Number: 1206320
Abbreviated Title: GEO HON
Number of Credits: One (1) credit
Graduation Requirement: Geometry

Course Description

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra II Honors
Course Number: 1200340
Abbreviated Title: ALG 2 HON
Number of Credits: One (1) credit
Graduation Requirement: Mathematics

Course Description

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.2 Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Probability & Statistics with Applications Honors
Course Number: 1210300
Abbreviated Title: PROB STAT W/APPS HON
Number of Credits: One (1) credit
Graduation Requirement: Mathematics

Course Description

Through this course, student will understand statistics as a process for making inferences about population parameters based on a random sample from that population. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. Analyze decisions and strategies using probability concepts. Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. 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.

Pre-Calculus Honors
Course Number: 1202340
Abbreviated Title: PRE-CALCULUS HON
Number of Credits: One (1) credit
Graduation Requirement: Mathematics

Course Description

In this course, students will understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle; Convert between degrees and radians. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. Look for and make use of structure. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. Model with mathematics. Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others.

Discrete Mathematics Honors
Course Number: 1212300
Abbreviated Title: DISCRETE MATH HONORS
Number of Credits: One (1) credit
Graduation Requirement: Mathematics

Course Description

In Discrete Mathematics Honors, instructional time will emphasize six areas: (1) extending understanding of sequences and patterns to include Fibonacci sequences and tessellations; (2) applying probability and combinatorics; (3) extending understanding of systems of equations and inequalities to solve linear programming problems; (4) developing an understanding of Graph Theory, Election Theory and Set Theory and (5) developing an understanding of propositional logic, arguments and methods of proof.

Mathematics for College Algebra
Course Number: 1200700
Abbreviated Title: MATH COLL ALGEBRA
Number of Credits: One (1) credit
Graduation Requirement: Mathematics

Course Description

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition

College Algebra
Abbreviated Title: MAC 1105
Number of High School Credits: One (1) credit
Number of College Credits: Three (3) credits

Course Description

This course contains topics such as solving and graphing linear, absolute value and quadratic inequalities; properties of exponents and logarithms; solving radical, absolute value, exponential and logarithmic equations; properties and graphs of quadratic, absolute value, square root, cubic, and cube root functions; and systems of linear equations and inequalities. Applications appear throughout the course. ***Prerequisite: Must meet Dual Enrollment Initial Eligibility. See your counselor or visit www.broward.edu/dual for more details.***
(https://students.broward.edu/resources/college-catalog/_docs/2020-2021-bc-college-catalog/course-descriptions.pdf)

Science

Biology 1 Honors
Course Number: 2000320
Abbreviated Title: BIO 1 HON
Number of Credits: One (1) credit
Graduation Requirement: Biology

Course Description

While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly

increased for honors level course work. 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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Chemistry 1
Course Number: 2003340
Abbreviated Title: CHEM 1
Number of Credits: One (1) credit
Graduation Requirement: Equally Rigorous Science

Course Description

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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science Honors
Course Number: 2002510
Abbreviated Title: MARINE SCI 1 HON
Number of Credits: One (1) credit
Graduation Requirement: Equally Rigorous Science

Course Description

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 course work. 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.

The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Environmental Science Honors
Course Number: 2001341
Abbreviated Title: ENV SCI HON
Number of Credits: One (1) credit
Graduation Requirement: Equally Rigorous Science

Course Description:

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. 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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p.3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have skills to aggregate, interpret, and present the resulting data (NRC, 2006, p.77; NSTA, 2007).

Anatomy & Physiology Honors
Course Number: 2000360
Abbreviated Title: ANAT PHYSIO HON
Number of Credits: One (1) credit
Graduation Requirement: Equally Rigorous Science

Course Description

While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. 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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Physics
Course Number: 2003380
Abbreviated Title: PHYS I
Number of Credits: One (1) credit
Graduation Requirement: Equally Rigorous Science

Course Description

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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills

to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Social Studies

World History Honors
Course Number: 2109320
Abbreviated Title: WORLD HIST HON
Number of Credits: One (1) credit
Grade Level: 10
Graduation Requirement: World History

Course Description

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

United States History Honors
Course Number: 2100320
Abbreviation Title: US HIST HON
Number of Credits: One (1) credit
Grade Level: 11
Graduation Requirement: United States History

The grades 9 -12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors and Advanced Level Course Note: Scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to

perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher directed projects).

Advanced Placement (AP) United States History
Course Number: 2100330
Number of Credits: One (1) credit

Course Description

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Special Note: Students should be able to read a college level textbook and write grammatically correct, complete sentences.

Economics Honors
Course Numbers: 2102320
Abbreviated Title: ECON HON
Number of Credits: Half (0.5) credit
Grade Level: 12
Graduation Requirement: Economics

Course Description

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. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

United States Government Honors
Course Number: 2106320
Abbreviated Title: US GOVT HON
Number of Credits: Half (0.5) credit
Grade Level: 12
Graduation Requirement: United States Government

Course Description

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. **Honors and Advanced Level Course Note:** 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. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

African American History Honors
Course Number: 2100336
Abbreviated Title: AFR-AMER HIST HON
Number of Credits: Half (0.5) credit

Course Description

The grade 9-12 African American History Honors course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

Holocaust History Honors
Course Number: 2100405
Abbreviated Title: HOLOCAUST HIST HON
Number of Credits: Half (0.5) credit

Course Description

This grades 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systemic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century programs and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism and stereotyping.

AP Human Geography
Course Number: 2103400
Abbreviated Title: AP HUMAN GEOG
Number of Credits: One (1) credit

Course Description

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.
AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction. Specific topics with which students engage include the following: § problems of economic development and cultural change § consequences of population growth, changing fertility rates, and international migration § impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life § struggles over political power and control of territory § conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies § explanations of why location matters to agricultural land use, industrial development, and urban problems § the role of climate change and environmental abuses in shaping the human landscapes on Earth The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion,

interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship

Psychology 1
Course Number: 2107300
Abbreviated Title: PSYCH 1
Number of Credits: Half (0.5) credit

Course Description

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

Psychology 2
Course Number: 2107310
Abbreviated Title: PSYCH 2
Number of Credits: Half (0.5) credit

Course Description

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

AP Psychology
Course Number: 2107350
Abbreviated Title: AP PSYCH
Number of Credits: One (1) credit

Course Description

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the

course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

WORLD LANGUAGES

Spanish I
Course Number: 0708340
Abbreviated Title: SPANISH 1
Number of Credits: One (1) credit

Course Description

Spanish 1 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 communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Spanish II
Course Number: 0708350
Abbreviated Title: SPANISH 2
Number of Credits: One (1) credit
Course Description

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Spanish III Honors
Course Number: 0708360
Abbreviated Title: SPANISH 3 HON
Number of Credits: One (1) credit

Course Description

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Spanish IV Honors
Course Number: 0708370

Abbreviated Title: SPANISH 4 HON
Number of Credits: One (1) credit

Course Description

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

AP Spanish Language
Course Number: 0708400
Number of Credits: One (1) credit

Course Description

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

Individual and Dual Sports I/II
Course Number: 1502410/1502420
Abbreviated Title: INDIV/DUAL SPRTS 1/2
Number of Credits: Half (0.5) credit/Half (0.5) credit
Graduation Requirement: Physical Education

Course Description

Covers knowledge that applies to the promotion of good health of the individual, family and society. Emphasis is on various health needs defined as the physical, emotional, social, spiritual and intellectual aspects. Emphasis is placed upon stress management, disease prevention, fitness, nutrition and the development of an effective wellness lifestyle.

Personal Fitness
Course Number: 1501300
Abbreviated Title: PERS FIT
Number of Credits: Half (0.5) credit
Graduation Requirement: Physical Education

Course Description

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.

Weight Training I/II
Course Number: 1501340/1501350
Abbreviated Title: WEIGHT TRAIN 1/2
Number of Credits: Half (0.5) credit/Half (0.5) credit
Graduation Requirement: Physical Education

Course Description

Covers knowledge that applies to the promotion of good health of the individual, family and society. Emphasis is on various health needs defined as the physical, emotional, social, spiritual and intellectual aspects. Emphasis is placed upon weight training, stress management, disease prevention, fitness, nutrition and the development of an effective wellness lifestyle.

Computer & Internet Literacy
Abbreviated Title: CGS1060C
Number of High School Credits: One (1) credit
Number of College Credits: Three (3) credits

Course Description

This is an introductory course in basic computer and internet use. The course covers computer hardware and software fundamentals including the use of Windows, as well as key productivity applications such as word processing, spreadsheets, and presentation systems. Students are required to complete a module on living in an online world which covers concepts about network fundamentals, e-mails, and the effective use of the Internet as a communication tool and information resource. Through this class students will develop basic computer skills to aid them with college studies and workforce readiness.
AA and bachelor's degree seeking students must fulfill the computer literacy requirement within the first 15 credit hours of enrollment at Broward College by successfully completing the CGS1060C course or by passing the computer competency test. ***Prerequisite: Must meet Dual Enrollment Initial Eligibility. See your counselor or visit www.broward.edu/dual for more details.***
(https://students.broward.edu/resources/college-catalog/_docs/2020-2021-bc-college-catalog/course-descriptions.pdf)

Computer Science Discoveries
Course Number: 0200305
Abbreviated Title: COMP SCI DISCOVERIES
Number of Credits: One (1) credit

Course Description

Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.
Students learn best when they are intrinsically motivated. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. Students are encouraged to be curious, solve personally relevant problems and to express themselves through creation. Learning is an inherently social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work.
It is also critical to diversify the technology workforce. Addressing inequities within the field of computer science is critical to bringing computer science to all students. The tools and strategies in this course will help teachers understand and address well-known equity gaps within the

field. All students can succeed in computer science when given the right supports and opportunities, regardless of prior knowledge.

OVERVIEW AND GOALS

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

AP Computer Science Principles
Course Number: 0200335
Abbreviated Title: AP COMPUTER SCI PRIN
Number of Credits: One (1) credit

Course Description

The course description for this Advanced Placement course will be located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html**.**

AP Computer Science Principles is an 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.

Career Research & Decision Making
Course Number: 1700380
Abbreviated Title: CAR RESA & DECI MAK
Number of Credits: Half (0.5) credit

Course Description

The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.
The content should include, but not be limited to, the following:

- goal-setting and decision-making processes
- self-assessment
- sources of career information
- occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews
- financial planning and sources of educational financial assistance
- career planning

Personal Financial Literacy Honors
Course Number: 2102374
Course Number: 2102374
Abbreviated Title: PERSONAL FIN LIT HON
Number of Credits: Half (0.5) credit

Course Description

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. 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.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Content should include, but not be limited to:

- cost/Benefit analysis of economic decisions
- earning an income
- understanding state and federal taxes
- utilizing banking and financial services
- balancing a checkbook and managing a bank account
- savings, investment and planning for retirement
- understanding loans and borrowing money, including predatory lending and payday loans
- understanding interest, credit card debt and online commerce
- how to prevent identify fraud and theft
- rights and responsibilities of renting or buying a home
- understanding and planning for major financial purchases
- understanding the costs and benefits of insurance
- understanding the financial impact and consequence of gambling
- avoiding and filing bankruptcy

Debate 1
Course Number: 1007330
Abbreviated Title: DEBATE 1
Number of Credits: One (1) credit
Graduation Requirement: Performing/Fine Arts

Course Description

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings. The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
    - Lincoln-Douglas
    - team debate
    - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
    - citing specific text evidence
    - assessing the validity of the evidence and soundness of the reasoning
    - determining the sufficiency of evidence for success

- recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
- eye contact and body movements
- voice register and choices of language
- use of standard English
- using research and writing skills to support selected topics and points of view
- across a range of disciplines
- using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
- determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
- determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Debate 2
Course Number: 1007340
Abbreviated Title: DEBATE 2
Number of Credits: One (1) credit
Graduation Requirement: Performing/Fine Arts

Course Description

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as they apply to 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.
The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
- eye contact and body movements
- voice register and choices of language
- use of standard English
- using research and writing skills to support selected topics and points of view
- across a range of disciplines
- using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
- determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
- determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Critical Thinking Skills and Study Skills
Course Number: 1700370
Abbreviated Title: CRIT THINK ST SKLS
Number of Credits: Half credit (.5)

Course Description

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem-solving skills including test taking skills are an integral part of this course.

Health Explorations
Course Number: 08003600
Abbreviated Title: HEALTH EXPLOS HON
Number of Credits: Half credit (.5)

Course Description

The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.

General Notes

The content should include, but is not limited to, the following:

- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community and Consumer health** (health-related community resources, health careers and evaluate health information)
- **Prevention and control of disease** (communicable and non communicable diseases, HIV/AIDS and other STIs)
- **Personal health** (interrelationships of body systems, human growth and development through adulthood, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making, advocacy skills and goal-setting)