



***South Broward
High School***

**Curriculum Guide
2020-2021**



The School Board of Broward County, Florida

Dr. Rosalind Osgood, *Chair*
Laurie Rich Levinson, *Vice Chair*

Lori Alhadeff
Patricia Good
Debra Hixon
Donna P. Korn
Sarah Leonardi
Ann Murray
Nora Rupert

Robert W. Runcie
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure, which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act of 2008 (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

www.browardschools.com

Principal's Message

Greetings Students and Parents!

My name is Patty Brown and I am the proud principal of South Broward High School. This curriculum guide has been prepared to serve as a valuable resource for you to learn about the extensive academic coursework and programs offered here at South Broward.

At South Broward, our staff sets high academic standards for our students. Our goal is for every student to graduate college, career and life ready. Throughout our students' time as a Bulldog, they will be challenged and guided to earn college credit and/or industry certifications prior to exiting our hallways and entering into their world.

This curriculum guide contains information that is important and useful about our school's academic programs and the specific courses we offer. Within the course descriptions you will have the opportunity to learn about each course's content. I advise you to read carefully and choose courses of interest to you that will help prepare you for life after high school.

Your high school experience provides you with an opportunity to discover and build upon your talents and gifts as you pave the road to your future. I encourage you to challenge yourself to build a strong foundation, one of which you can build a tremendous future for you and your community. I look forward to helping you achieve and live your goals.

Sincerely,

Patty Brown
Principal, South Broward High School

Table of Contents

Leadership Team.....	5
Graduation Requirements and Diploma Options.....	6-9
Grading and Promotion.....	10-12
General Academic Information.....	13-14
Special Programs.....	15-18
Post-Secondary Planning & Scholarships.....	19-20
Additional Resources & Programs.....	21
Course Descriptions.....	22-44

Leadership Team, 2020-2021

Administration

Principal

Assistant Principal, 9 th Grade	Patricia Brown
Assistant Principal, 10 th Grade	Timothy Winburn
Assistant Principal, 11 th Grade	Darryl Baker
Assistant Principal, 12 th Grade	Gregory Pluim
Assistant Principal, Curriculum and iCAN	Stefanie Itzkowitz
Behavior Specialist	Yvonne Sherba
	James Brown

School Counseling Department

School Counseling Director	Sydene Dixon
School Counselor, 9 th Grade	Berta Hernandez-Berkowitz
School Counselor, 10 th Grade	Sierra Butler
School Counselor, 11 th Grade	Anna Miranda
School Counselor, 12 th Grade	Eric Charles
BRACE Advisor	Tywana Greene

Department Chairpersons

Career Technical Education (CTE)	Monique Acher
English	Tamara Chaplin
Exceptional Student Education (ESE)	Carlyn Brown
Fine Arts	Susan Ostheim
Mathematics	Ileana Noval
Physical Education	Ana Onet
Reading	Jessica Stanchack
Science	Sanda Lalicic
Social Studies	Ashley Lehman
World Language	Raymonde Jean-Baptiste

Support Staff

Athletic Director	Lee Bray
ESE Specialist	Amy Mujica
ESOL Coordinator	Cecibel Suarez-Geacomán
Family Counselor	Nathalie Castillo
Literacy Coach/RTI Coordinator	Jessica Stanchack
School Psychologist	Mary Feinstein
Social Worker	Kim Mowatt
Testing Coordinator	Sonia Arteché

GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS

Florida law provides students the right to choose a diploma option:

- 4-year (24 credit) Standard High School Diploma
- 18 credit ACCEL Diploma

The right graduation program for each student is one that best fits the abilities, interests, and goals of the individual student. Families should consider the educational benefits of each program and choose the program that will best prepare the student for his or her postsecondary education or career plan. Families and students should work with their school counselor on a regular basis to get more information about graduation options, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision.

Please note that each student is governed by the policies from the year in which they first entered ninth grade. This year of high school entry determines the student's "cohort." Each cohort has different graduation requirements. The charts on the following pages should be used as a guide when planning your academic program. It is very important that students become aware of the specific graduation requirements for their diploma option and cohort.

Early High School Graduation

A high school student who pursues the four-year 24-credit or 18 credit ACCEL high school graduation program may have the option to participate in early graduation (graduating in less than 8 semesters). A student who completes a minimum of 24 (or 18 for ACCEL) credits, achieves a cumulative GPA of 2.0 on a 4.0 scale, completes the service learning requirement (not required for ACCEL) and earns a passing score on the statewide assessments required for high school graduation may have this option outlined in s. 1003.4281, F.S.

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

Online Course Graduation Requirement

Florida Statute 1003.428 (2)(a) requires of high school students who entered grade nine in 2011-12 and thereafter, that at least "one full course," included in the 24 credits required for graduation, be successfully completed in an online environment.

Recently, the State clarified the meaning of "one full course" as a course listed in the State's Course Code Dictionary, whether it carries one credit or one-half credit. "Full course completion" occurs when the credits attempted by the student match the credits earned by the student. A student who takes a half-credit course and successfully earns the half-credit has completed a "full course." A student who takes a full-credit course and only earns one-half of the credit has not completed a full course. A full course, whether it carries a half-credit or one credit, will fulfill the online learning requirement for high school graduation. If a student takes a course such as English I, a one-credit course, the student must pass both semesters of this course in a virtual environment to meet the online learning requirement.

Graduation Requirements Charts

The following charts display the requirements for each type of diploma and cohort. This information is current as of the publication of this Curriculum Guide and may be subject to change dependent upon new legislation.

Diploma Designations

Each standard high school diploma shall include, as applicable:

- A designation reflecting the Scholar Diploma
- A designation reflecting the Merit Diploma.

Standard Diploma Graduation Requirements (Students Entering 9 th Grade in 2014-2015 or After)	
24-Credit Option	
English	4.0 Credits
Mathematics	1.0 Credit Algebra (EOC=30% of final grade) 1.0 Credit Geometry (EOC=30% of final grade) 2.0 Credits Additional Math
Science	1.0 Credit Biology (EOC=30% of final grade) 2.0 Credits Additional Science identified as Equally Rigorous
Social Studies	1.0 Credit World History 1.0 Credit U.S. History (EOC =30% of final grade) 0.5 Credit U.S. Government 0.5 Credit Economics with Financial Literacy
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	1.0 Credit Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	Option 1: 1.0 Credit Physical Education to include the integration of Health (HOPE)
	Option 2: 0.5 Credit Personal Fitness and 0.5 Credit PE Elective (may be satisfied thru Marching Band or Dance)
	Option 3: Complete 2 full years of JROTC
	Option 4: Complete 2 full seasons of a Junior Varsity or Varsity Sport
	Option 5: Choose the ACCEL 18-Credit Option
Electives	8.0 Credits
TOTAL	24.0 Credits
State Assessments	Passing score on the Grade 10 FSA English/Language Arts (ELA) statewide, standardized assessment or concordant score
	Passing score on the Algebra 1 EOC or concordant score
On-Line Course	Option 1: A full course must be completed (visit ar.flvs.net to sign up)
	Option 2: Choose the ACCEL 18-Credit Option
Grade Point Average	Cumulative, unweighted GPA of 2.0 on a 4.0 scale
Service Hours	Option 1: 40 hours required – visit www.handsonbroward.org for opportunities. See Service Hours Coordinator for additional info. and forms.
	Option 2: Choose the ACCEL 18-Credit Option

Standard Diploma Graduation Requirements

(Students Entering 9th Grade in 2014-2015 or After)

18-Credit ACCEL Option (Academically Challenging Curriculum to Enhance Learning)

English	4.0 Credits
Mathematics	1.0 Credit Algebra (EOC=30% of final grade) 1.0 Credit Geometry (EOC=30% of final grade) 2.0 Credits Additional Math
Science	1.0 Credit Biology (EOC=30% of final grade) 2.0 Credits Additional Science identified as Equally Rigorous
Social Studies	1.0 Credit World History 1.0 Credit U.S. History (EOC =30% of final grade) 0.5 Credit U.S. Government 0.5 Credit Economics with Financial Literacy
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	1.0 Credit Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Electives	3.0 Credits
TOTAL	18.0 Credits
State Assessments	Passing score on the Grade 10 FSA English/Language Arts (ELA) statewide, standardized assessment or concordant score
	Passing score on the Algebra 1 EOC or concordant score
Grade Point Average	Cumulative, unweighted GPA of 2.0 on a 4.0 scale

Diploma Designations

Scholar Designation	In addition to meeting the standard high school diploma requirements:
	1.0 Credit Algebra II
	1.0 Credit Statistics or equally rigorous math
	2.0 Credits Chemistry or Physics and another equally rigorous science
	2.0 Credits Same world language
	1.0 Credit AP, IB, AICE or a dual enrollment course
	Pass the Geometry EOC
	Pass the Biology EOC or a minimum score to earn college credit on AP, IB, or AICE Exam
	Pass the US History EOC or a minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> ● Attain one or more industry certifications from the list established

Standard Diploma Graduation Requirements

Exceptional Student Education

In accordance with s. 1003.4282(11), F.S.
(Students Entering Grade Nine in 2014 – 2015 and After)

English	4 Credits
Mathematics	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) 0.5 Credit United States Gov't and 0.5 Credit Economics w/Financial Literacy
World Languages	Not required for graduation
Fine & Performing Arts, Speech/Debate, or Practical Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1 Credit in Physical Education to include the integration of Health (HOPE)
Electives	8 Credits
TOTAL	24 Credits
State Assessments	<p>Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.</p> <p>A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.</p> <p>For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.</p>
On-Line Course	Requires a full course to be completed *May be waived
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required *May be waived
Access Points and FAA (s. 1003.4282(11)(b)1)	<p>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C. and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), F.S., or Section 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p>
Employment Competencies (s. 1003.4282(11)(b)2)	<p>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9), F.S. or Section 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.</p> <p>Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.</p>

GRADING AND PROMOTION**Grading**

The grading system used in the high schools will be as follows:

Numeric Grade	Letter Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70 – 76	C
67 – 69	D+
60 – 66	D
0 – 59	F
Incomplete	I

Please note: Letter grades displaying plus signs (+) shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Plus (+) grades may not be used for meeting the graduation requirements, determining athletic eligibility, the Bright Futures Scholarship Program, Florida’s State University System, or the NCAA Clearinghouse.

Weighted Quality Points for Class Ranking

It is recognized that students who choose a more rigorous course of study will be required to do additional class work, homework, tests, projects, etc. to meet the requirements of the class. Therefore, students in rigorous courses are rewarded with additional quality points for grades of a C and above. These additional quality points are called, “weighted” points. The following chart outlines when students earn weighted points:

Type of Course	Weighted Points
Honors	+1
World Language above second year	+1
All college level Dual Enrollment 2007-08 and thereafter	+2
Pre-AICE or Pre-IB	+1
AP, IB, or AICE	+2
AP, IB, or AICE without the exam	+1

Please note: The above weighted quality points shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Weighted quality points will not be used for meeting the graduation requirements or determining athletic eligibility. The Bright Futures Scholarship Program, Florida’s State University System, and the NCAA Clearinghouse employ different weighted point systems for their respective institutions.

High School Courses in Middle School

As of February 22, 2012, high school courses taken by middle school students are calculated into the student's weighted (local) GPA.

Please note: Grades earned in high school courses during middle school also count toward all other important GPAs, including but not limited to:

- **State of Florida's unweighted GPA**
This GPA is used for high school graduation.
- **Bright Futures Scholarships**
These Scholarships are funded by the State of Florida and students become eligible by earning specific credits, GPA, and test scores.
- **State University System admissions**
There are 12 public universities in Florida. Students become eligible for admission by earning specific credits, GPA, and test scores.
- **Florida High School Athletic Association eligibility**
The FHSAA is the governing body for high school athletic competition. Students must maintain at least a 2.0 unweighted GPA to be eligible to play sports.
- **Extracurricular activity eligibility**
In order to participate in any extracurricular activity (e.g., band, clubs) students must maintain at least a 2.0 unweighted GPA.
- **NCAA Clearinghouse eligibility**
The NCAA is the governing body for Division 1 and 2 athletic competition in college. Students become eligible to play sports in college by earning specific credits, GPA, and test scores.
- **Core course GPA**
Core courses are academic courses (e.g., English, Math, Science, Social Studies, and World Languages) as identified by the Florida Board of Regents for university admissions. This GPA gives students an indication of their academic GPA without including elective courses that might inflate the GPA. This GPA was created because many colleges and scholarships only use these academic "core" courses when they recalculate student GPA's.

Forgiveness Policy

High School Grade Forgiveness Policy:

A forgiveness policy for required core courses shall be limited to replacing a grade of:

- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course. The student's record however, will show all courses taken.

A forgiveness policy for elective courses shall be limited to replacing a grade of:

- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in another course. The student's record however, will show all courses taken.

Middle School Grade Forgiveness Policy:

A district forgiveness policy for a middle school student who takes any high school course for high school credit and earns a grade of:

- C or the grade equivalent 70-79,
- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

must allow the replacement of the grade with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course. The student's record however, will show all courses taken.

Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school, but not for credit or grade.

Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the 2.0 cumulative GPA required for graduation.

GENERAL ACADEMIC INFORMATION

Advanced Placement Program

The Advanced Placement (AP) Program consists of over 37 college level courses and exams across 22 subject areas that are offered at high schools. Courses are available in several subject areas from art to statistics. Participation in AP courses gives students an excellent preparation for college and university studies. Successful completion of the course and receipt of a qualifying score on the national AP exam may result in college credit or advanced placement in college courses at many colleges and universities.

AP courses are offered to all interested and qualified students wishing to pursue the most rigorous course of study. The prerequisites vary according to each discipline. Students who select an AP course are expected to complete the course and sit for the AP Exam. Students who do not sit for the AP exam will forfeit one extra quality point in the calculation of the district weighted GPA.

Honors Program

Honors courses are also offered in most subjects for students wishing to pursue a more rigorous course of study. Placement in Honors courses is based upon many factors including previous academic record and standardized test results. All students are strongly urged to challenge themselves by attempting Honors level courses.

Local Honors Courses

Each year, Broward County high schools have the opportunity to apply for Local Designation of Honors for any course that the State Course Directory does not recognize as honors. For the 2014-2015 school year and after, any course that was approved, as a local honors course will have a local honors designation of “LH” added to the district course code title.

If the District has designated a course as “Local Honors”, it is because it contains rigor that supports the awarding of an extra quality point towards the District’s weighted grade point average (GPA), which is used for class rank. These courses however, are not considered “honors” for State University Admissions, NCAA Clearinghouse Eligibility, or for Bright Futures Scholarship purposes and will not be awarded the extra quality point in these programs’ recalculated GPAs.

Career and Technical Education (CTE)

Through Career and Technical Education programs of study, students graduate from high school academically and technologically prepared for postsecondary education/college and to begin their career. Students who select a career and technical education program and who successfully complete the prescribed sequence of courses will have the opportunity to work towards:

- A diploma that includes high rigor academics and a career and technical education (CTE) program of study, with work-based experiences through an internship, O-J-T (On the Job Training), clinical rotations, or job shadowing.
- The award of a technical program certificate.
- Articulated postsecondary/college credits at recognized institutions of higher learning that will save students time and money in the pursuit of their post secondary education.
- One or more credentials/licenses recognized by business and industry.
- A Florida Ready to Work Certificate signed by the governor and recognized by a multitude of businesses throughout Florida, documenting mastery of the requisite skills required for entry into their chosen profession.
- The Florida Bright Futures/Gold Seal Scholarship Award.

Students who earn a Gold Standard Industry Certification, also earn articulated credits to the state colleges. Below is a link to the gold standard website.

http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp

Exceptional Student Education

Eligibility for the ESE Program is based on district and state requirements. The Individual Educational Plan (IEP) Committee is responsible for making educational placement decisions, determining appropriate educational services, and developing an IEP for eligible students. The school's ESE Specialist will offer assistance in determining the appropriate placement of ESE students.

Career Placement Services for Special Diploma Graduates: FAPE 18 – 22 years old. This transition service is offered at all three (3) Broward Technical Colleges and is designed to assist ESE students to find and maintain competitive employment. Students interested in Career Placement should demonstrate personal independence within the community.

English Language Learners (ELL)

Students whose language of origin is other than English have educational needs that are somewhat different from those of native English-speaking students. Students in the English for Speakers of Other Languages (ESOL) program are required to meet the same curriculum standards as any other student in English and content area instruction. English Language Learners shall have equal access to appropriate programs which shall include state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Teachers provide comprehensible instruction to English Language Learners through the use of ESOL instructional strategies. The School Counseling Department and ELL contact personnel will offer assistance in determining the appropriate placement, testing, and language assessment of ELLs.

SPECIAL PROGRAMS

Innovative Programs

Innovative programs are in schools that provide thematic instruction for the students living within the boundary. These programs offer in-depth study and experiences that lead to post-secondary education and careers for the 21st Century.

South Broward High School's Cambridge AICE Program

The Advanced International Certificate of Education (AICE) is an innovative and accelerated method of academic study offered solely through the University of Cambridge International Examinations, a division of the University of Cambridge in Cambridge, England. AICE provides a flexible, broad-based curriculum that is offered worldwide at schools and colleges in over 160 countries. For over 170 years, the prestigious University of Cambridge has been setting worldwide curriculum standards through their examinations.

The AICE program of study at South Broward High School offers students one of the most demanding and rigorous college preparatory programs in the world. After completing at least one course in each of three academic areas, students have the flexibility to choose a course of study that best meets their abilities and interests. After completion of seven course, students can apply for the AICE Diploma which will qualify students for the highest level of the Bright Futures Scholarship. Students also have the option of taking AICE courses and their subsequent exams to earn college credits without applying for the AICE diploma. Regardless of the option chosen, enrollment in these rigorous courses will benefit SBHS students in the college application process.

Magnet Programs

Magnet programs expand educational choices for students. The programs offer students unique opportunities for in-depth experiences and study in specific areas of interest. Each Magnet program emphasizes a specialized theme. The programs set high expectations for all students to improve student achievement, prepare for college careers of the 21st Century. In addition, Magnet programs offer students real-world and hands-on experiences through internship and mentorship opportunities. To learn more about how to apply and program details, please visit <https://www.browardschools.com/Page/36441>.

The magnet curriculum at South Broward H.S. includes Cambridge (AICE), Marine Technology and Computer Science courses that will enable students to earn college credit, an International Cambridge diploma and industry certifications in the various programs.

South Broward High School's Maritime, Marine Science & Technology program

At South Broward, our unique curriculum exposes young people to career choices in the maritime industry, and encourages environmental stewardship for coral reefs, sharks and our oceans. Most importantly, we seek to instill a reverence for our inimitable maritime culture, passed down to us from the days of the Tequesta Indians who first made their living here from the sea. Our students will go on to become *the* maritime community of the future.

Our high school students are a highly trained resource for the marine community. They can dive on the reefs; count sharks and design their own Geographic Information System (GIS) maps back at school. They display these maps on websites that they create with their teachers. They also build Remotely Operated underwater Vehicles (ROV) equipped with cameras and robotic arms. They use them to study the coral reef, view shark behavior, explore historic ship wrecks and inspect mega yacht hulls from local marinas.

South Broward High School's Integrated Career and Academic Networks (iCAN) program

The iCAN magnet program at South Broward is a new kind of magnet, where every student is involved. Students enroll in an academy of their choosing and will participate in project-based and blended learning, develop workplace and technology skills, and engage in mentoring by a network of advisors from business industries and postsecondary institutions. Academies at South Broward include:

Academy of Arts and Entertainment

Students will be able to earn college credits by advancing through to AP courses in Drawing Art 2D Design and Sculpture. We also offer Band, Drama and Film & Media classes infusing real-world, accelerated learning to produce quality media projects for public consumption.

Academy of Health and Exercise Science

Students can get certifications in Personal Training, CPR, Microsoft Office, and Health Care Administration. Students are eligible to participate in internships for on the job training.

Academy of Business and Entrepreneurship

Students will take their passions and ideas to the next step learning to develop and manage their own business. This includes the opportunity for real life training in business and product development.

Academy of Engineering and Computer Education

Students engage in a hands-on, immersive course of study in engineering, computer science and programming. Industry Certifications can be earned in Autodesk Inventor, AutoCAD and SolidWorks.

Academy of Education

Students learn while teaching in Little Broward Learning Lab to receive their Child Development Associate Certification. Students also have the opportunity to earn their Associates Degree in education through Broward College for free.

Career Dual Enrollment

Earn your high school diploma, complete a technical program, obtain an industry credential or license, and earn college credit all while in high school. Broward Technical Colleges (Atlantic, McFatter & Sheridan) can help you meet these goals and prepare for your future. As a Career Dual Enrollment student, you will share your day between a Broward Technical College and your high school. This means you will be able to complete an industry approved, high-skill, high-wage technical program while you are completing high school graduation requirements at your home high school.

Career Dual Enrollment opportunities are open to all Broward County full time high school students who are 16 years or older, have a 2.0 unweighted GPA or higher, are in 11th or 12th grade, and have earned at least 11 credits. Transportation may be provided to and from your home high school to one of the Center's college-like campuses.

- Participate in a career and technical education (CTE) program of study with work-based experiences including clinical rotations.
- Award of a technical program certificate
- Articulated postsecondary/college credits at the completion of a technical program and passing certificate/licensure exam(s).

Dual Enrollment in High School and College Courses

Dual enrollment is an acceleration program that allows high school students to simultaneously earn credit toward high school completion and college credit at a Florida public postsecondary institution. High school students who meet program requirements may concurrently enroll in courses that are creditable toward a post-secondary certificate, Associate's degree, or Bachelor's degree at technical college, Broward College, and state universities.

Students must meet the following requirements:

- Earn a minimum 3.0 unweighted grade point average prior to enrollment
- Obtain approval from parent and from the high school principal
- Obtain minimum ACT, SAT or other delineated placement scores prior to enrollment
- Select courses from the approved list
- Satisfy any required prerequisites
- Maintain a 3.0 unweighted GPA in high school coursework (inclusive of any Dual Enrollment courses taken)
- Conform to all School Board and post-secondary institution policies and procedures.

NOTE: Most three and four credit hour dual enrollment courses equate to one (1.0) high school credit, but some three credit hour dual enrollment courses equate to one-half (0.5) high school credit. See your School Counselor for a listing.

Early Admissions Program

Early admission is another form of dual enrollment through which eligible students enroll in a college on a full-time basis during the last year of high school. Both high school and college credit will be awarded when attending colleges where an articulation agreement is in force.

Students must meet the following requirements:

- Must be entering the last year of high school based upon declared graduation date prior to enrollment
- Must complete all graduation requirements with the exception of those requirements that can be met in the last year of high school prior to enrollment in early admission
- Must be enrolled in a Broward County public high school at least one semester prior to seeking early admission
- Earn a minimum 3.0 unweighted grade point average prior to enrollment
- Must be accepted by a post-secondary institution authorized by Florida law or accredited
- Obtain approval from the high school principal and parent
- Select appropriate courses to satisfy graduation requirements
- Maintain a 2.0 GPA in college coursework in order to continue in the program
- Conform to all School Board and post-secondary institution policies and procedures

Broward Virtual School

Broward Virtual School (BVS) offers full-time and part-time enrollment to students in grades K-12 through an online educational delivery system. BVS offers equitable access to high quality, individualized education, through the internet and other distance learning technologies where students have the opportunity to earn a standard high school diploma entirely online. The virtual environment provides flexibility of time and location. Students may learn wherever they are, whenever they choose, maintaining a specified course pace. Successful online students are self-disciplined, motivated to learn, possess time management skills, and 21st century technology skills.

As a component of The School Board of Broward County, Broward Virtual School is fully accredited by AdvancED and Commission on International and Trans-Regional Accreditation (CITA). Broward Virtual School is a franchise partner with Florida Virtual School for middle and high school curriculum.

For course offerings please visit their website at www.bved.net or call 754-321-1100.

Co-Enrollment

High school students who are deficient in credits needed to graduate, or who need to improve their cumulative grade point average in order to meet graduation requirements, may take up to two courses per year while co-enrolled in an adult secondary education program.

- The student must be deficient in the credits required for graduation.
- The student must be attempting a full load of required credits at the home high school during the co-enrollment period.
- The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal (or designee).

Alternative High Schools

Alternative High Schools offer courses and follow graduation guidelines outlined in this Course Catalog. For more information on Alternative High Schools in your area, please contact your School Counselor.

POST SECONDARY PLANNING

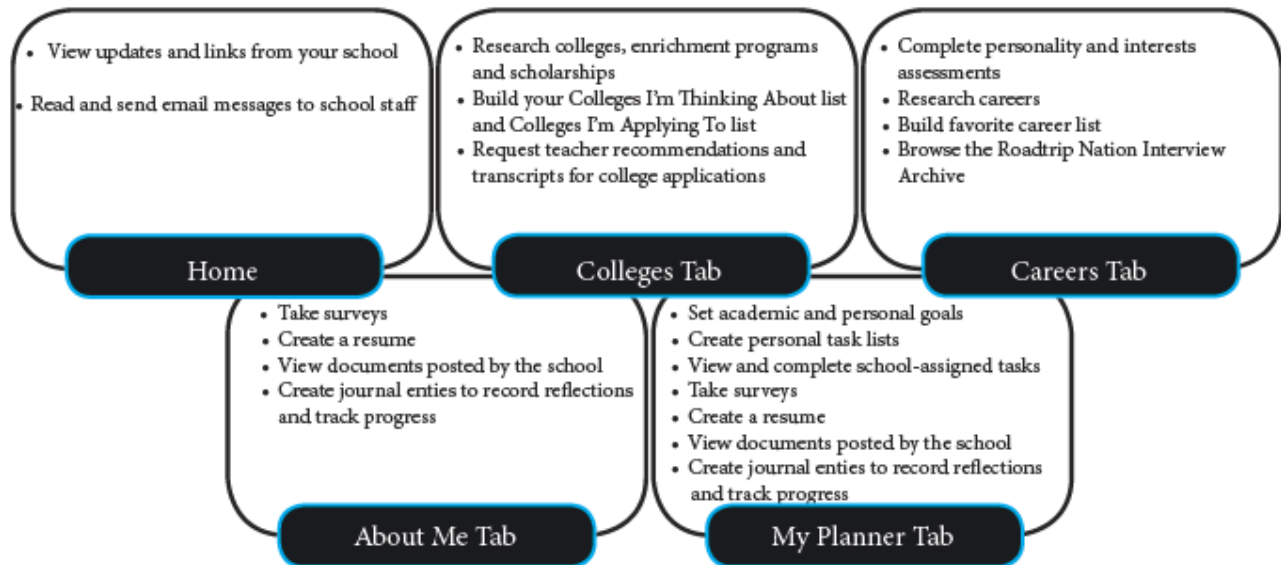
Naviance

What is Naviance?

Your school is partnering with Naviance to provide a variety of tools for achievement through academic, career and college planning.

What can you do in Naviance?

Find out what you can do in Naviance by reviewing the information below.



Getting Started

To access Naviance, you must have the following:

- A computer that is connected to the Internet

Logging in to Naviance

1. Students can log into Naviance through their Single Sign On (SSO) OR
2. Visit succeed.naviance.com (Sign in with Clever)
3. Enter the username provided by your school in the Username field. The username is the Student Number (example: 06.....)
4. Enter the password in the Password field. The password for students is their birthdate in the following format MM/DD/YYYY. Don't forget to enter the slashes (/)!
5. Click the Log In button.

Broward Advisors for Continuing Education (BRACE)

The BRACE Program is unique to the Broward County School System. BRACE Advisors provide students with information on scholarships, financial aid, and the college application process. Advisors also provide information on technical schools, military options, and direct workforce entry. BRACE Advisors help students:

- successfully bridge a high school graduate to his/her postsecondary choice.
- explore their options, ranging from apprenticeships and college/university enrollment to workforce entrance, military or technical schools.
- review job applications, college applications and advise on grants, scholarships and financial aid.

Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes four lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. There are four award levels for which high school seniors may qualify. The scholarship may be used for either full-time or part-time enrollment and is renewable. All initial applicants must meet the general requirements for participation in this program and specific requirements for the individual award. For additional information on the award levels, eligibility requirements, and applying, please visit our BRACE Advisor's office and www.FloridaStudentFinancialAid.org

Scholarship Opportunities

Scholarships are most commonly money awarded from various sources based on merit and/or financial need, generally applied towards the cost of attending school.

Types of scholarships:

- Need based - awarded primarily based on financial need.
- Merit based - awarded primarily based on unique talents or achievements, such as academics or athletics.
- Many scholarships look at a combination of need and merit.

For information on available scholarships, you should log into Naviance and contact our BRACE Advisor.

Florida Pre-Paid College Program

Application forms may be obtained by writing to Florida Prepaid College Program P.O. Box 6448 Tallahassee, FL 32315-6448. For additional information, call 1-800-552-GRAD.

National Collegiate Athletic Association Requirements (NCAA)

College-bound student athletes will need to meet more rigorous academic rules to receive athletics aid (scholarships), practice, or compete during their first year at NCAA Division 1 and 2 colleges or universities.

Requirements for students entering a NCAA Division I college or university include (but are not limited to):

- Minimum core-course GPA of 2.3 required
- Complete 16 core courses
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science

Requirements for students entering a NCAA Division II college or university include (but are not limited to):

- Minimum core-course GPA of 2.2 required
- Complete 16 core courses

For a complete list of requirements and details regarding eligibility, visit <https://web3.ncaa.org/ecwr3/>.

ADDITIONAL RESOURCES AND PROGRAMS

Virtual Counselor: A Great Resource for Scheduling

Did you know that students and parents can access school records electronically? Use Virtual Counselor to review your courses, grades, graduations requirements and progress toward graduation, test scores, and select the best courses to take next year and more. Students can log in through Clever. Parents can create their own account by visiting <http://bcps.browardschools.com/VirtualCounselor/>.

Service Learning-Student Volunteer Service Program

The purpose of the Student Volunteer Service Program is to acquaint high school students with the need to become participating agents of change by providing service to both their school and community. All Service Learning hours must be documented on the Service Learning Log Sheet. Log Sheets must be returned to the Service Learning Coordinator. Students must retain a copy of this form for their records. Students may start earning Service Learning Hours as soon as they are promoted to ninth grade. Students completing 250 total volunteer service hours are eligible to receive a silver cord worn at commencement.

Silver Knight Award

The Miami Herald Silver Knight Awards recognizes outstanding students who have not only maintained good grades but have also unselfishly applied their special knowledge and talents to contribute significant service to their schools and communities. The Silver Knight Awards program was instituted at The Miami Herald in 1959 by John S. Knight, past publisher of The Miami Herald, founder and editor emeritus of Knight-Ridder Newspapers and 1968 Pulitzer Prize winner.

Nominees who qualify will be chosen to be interviewed by a panel of independent judges. Each panel of judges selects one Silver Knight and three Honorable Mentions in that category. Names are not revealed until the Silver Knight Awards ceremony. Silver Knights receive \$2,000 and a Silver Knight statue. The three Honorable Mentions are presented \$500 and an engraved plaque. Selecting judges, arranging interviews and presenting the awards are the responsibilities of The Miami Herald.

Eligibility: The program is open to high school seniors with a minimum 3.2 GPA (unweighted) in public, private, and parochial schools in Miami-Dade and Broward counties. Only students with strong records of service to their school and community should be nominated. Schools may nominate one student per category.

Fifteen Categories:

Art	English & Literature	Science
Athletics	General Scholarship	Social Science
Business	Journalism	Speech
Digital and Interactive Media	Mathematics	Vocational Technical
Drama	Music & Dance	World Language

Course Descriptions

Electives & Special Programs

**Courses listed may or may not be part of course selection, as determined by administration.
For complete and official course descriptions visit <https://www.cpalms.org/Public/>**

M=Magnet

LH=Local Honors (Honors at District Level Only)

Academy of Arts and Entertainment

Art

2-D Studio Art 1

Credit: 1

Course Number: 01013000

This year-long, entry level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2D) artworks, including drawing, painting, printmaking, collage, and more. This course incorporates hands-on activities and consumption of art materials.

Portfolio Dev.: Drawing Honors

Credit: 1

Course Number: 01093100

Prerequisite: 2-D Studio Art 1

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, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Sculpture 3 Honors

Credit: 1

Course Number: 01113300

Prerequisite: 2-D Studio Art 1

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Creative Photography 3 Honors

Credit: 1

Course Number: 01083300

Prerequisite: 2-D Studio Art 1

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography,

studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Adv. Placement (AP) Drawing Credit: 1 Course Number: 01043000

Prerequisite: *Art teacher consultation*

AP Drawing is a college-level drawing course. Students refine and apply skills and ideas they develop throughout the course to produce drawings.

Adv. Placement (AP) 2-D Art & Design Credit: 1 Course Number: 01093500

Prerequisite: *Art teacher consultation*

AP 2-D Art and Design is a college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design.

Adv. Placement (AP) 3-D Art & Design Credit: 1 Course Number: 01093600

Prerequisite: *Art teacher consultation*

AP 3-D Art and Design is a college-level three-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce three-dimensional art and design.

AICE Art & Design 1 AS Credit: 1 Course Number: 01013700

Prerequisite: *Art teacher consultation*

The Cambridge International AS Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

AICE Art & Design 2 A Credit: 1 Course Number: 01013710

Prerequisite: *Art teacher consultation*

The Cambridge International A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

Dance

Dance Techniques 1 Credit: 1 Course Number: 03003100

Designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Dance Techniques 2 Credit: 1 Course Number: 03003200

Prerequisite: Dance Techniques 1

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

Drama

Acting 1

Credit: 1

Course Number: 04003700

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Acting 2

Credit: 1

Course Number: 04003800

Prerequisite: Acting 1

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Acting 3

Credit: 1

Course Number: 04003900

Prerequisite: Acting 2

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Acting 4 Honors

Credit: 1

Course Number: 04004000

Prerequisite: Acting 3

Acting 4 - Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theater 1

Credit: 1

Course Number: 04007000

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific

instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theater 2

Credit: 1

Course Number: 04007100

Prerequisite: Musical Theater 1

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theater 3

Credit: 1

Course Number: 04007200

Prerequisite: Musical Theater 2

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theater Design & Production 1

Credit: 1

Course Number: 04004100

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Theater Design & Production 2

Credit: 1

Course Number: 04004200

Prerequisite: Theater Design & Production 1

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Theater Design & Production 3

Credit: 1

Course Number: 04004300

Prerequisite: Theater Design & Production 2

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances

may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Theater Design & Production 4

Credit: 1

Course Number: 04004400

Prerequisite: Theater Design & Production 3

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Media Studies

NP = Newspaper

YB = Yearbook

Journalism 1 NP LH

Credit: 1

Course Number: 10063001

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 2 NP LH

Credit: 1

Course Number: 1006310S

Prerequisite: Journalism 1 NP

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

Journalism 3 NP LH

Credit: 1

Course Number: 1006320S

Prerequisite: Journalism 2 NP

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

Journalism 2 YB LH

Credit: 1

Course Number: 1006310U

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

Journalism 3 YB LH

Credit: 1

Course Number: 1006320U

Prerequisite: Journalism 2 YB

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

Journalism 4 YB LH

Credit: 1

Course Number: 1006330U

Prerequisite: Journalism 3 YB

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

Journalism 5 YB Honors

Credit: 1

Course Number: 10063311

Prerequisite: Journalism 4 YB

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

Film 1/T.V. Production

Credit: 1

Course Number: 01074100

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Literature in the Media Honors

Credit: 1

Course Number: 10053650

The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional (print) literary texts and 21st century (multimedia in all its digital platforms) texts. Through integrated educational experiences of extensive viewing and reading, writing, speaking, listening, and language, students will study a variety of digital platforms, film, and television, including the use of graphics in these formats.

Visual Technology (Photo Journ.)

Credit: 1

Course Number: 01074400

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

AICE Media Studies AS

Credit: 1

Course Number: 11004600

The study of how media affects culture. Key areas of investigation are how media texts achieve meaning through camera shots, angles, movement, composition, editing, sound and mise-en-scene as well as how media represents gender, age, ethnicity, social groups, places, time ideology, audience, and the institutions who produce, market and distribute media tests. Learners also consider the political and social environment during which the narrative is created.

Music

Band 1

Credit: 1

Course Number: 13023000

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. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Band 2

Credit: 1

Course Number: 13023100

Prerequisite: Band 1 or Band teacher consultation/approval

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of

high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

Band 3 Credit: 1 Course Number: 13023200

Prerequisite: *Band 2 or Band teacher consultation/approval*

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

Band 4 Credit: 1 Course Number: 13023300

Prerequisite: *Band 3 or Band teacher consultation/approval*

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.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

Band 5 Honors Credit: 1 Course Number: 13023400

Prerequisite: *Band 4 or Band teacher consultation/approval*

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

Instrumental Techniques 1 Credit: 1 Course Number: 13024200

Prerequisite: *Band teacher consultation*

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Percussion/Instrumental Ensemble 1 Credit: 1 Course Number: 13024600

Prerequisite: *Band teacher consultation*

Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Ensemble 3 Credit: 1 Course Number: 13024800
Prerequisite: Band teacher consultation

Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Academy of Business

Culinary

Culinary Arts 1	Credit: 1	Course Number: 88005100
Culinary Arts 2	Credit: 1	Course Number: 88005200
Culinary Arts 3 Honors	Credit: 1	Course Number: 88005300
Culinary Ops 4 Honors	Credit: 1	Course Number: 88005400
Culinary Ops 5 Honors	Credit: 1	Course Number: 85001000
Culinary Ops 6/Educ. & Training	Credit: 1	Course Number: 85001001
Culinary Ops 7/Educ. & Training	Credit: 1	Course Number: 85001002

Prerequisite: Classes should be taken in sequential order.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

Entrepreneurship & Marketing

Prerequisite: Classes should be taken in sequential order

Marketing Essentials	Credit: 1	Course Number: 88271100
-----------------------------	-----------	-------------------------

Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

Marketing Applications	Credit: 1	Course Number: 88271200
-------------------------------	-----------	-------------------------

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

Hospitality & Tourism

Technology for Hosp. & Tourism	Credit: 1	Course Number: 87031100
---	-----------	-------------------------

This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

Hosp. & Tour. Mk Mgmt Hon. Credit: 1 Course Number: 87031200
The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

Hosp. & Tourism Entrep. Hon. Credit: 1 Course Number: 87031300
The purpose of this course is to provide with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.

Cambridge Business

AICE Business Studies AS Credit: 1 Course Number: 21023240
This course will inform students of the distinctive role that business plays in our society. Through the examination of case studies in economics, business ownership, and technology, students will enhance their appreciation for the impact of effective organizational models and leadership styles in the corporate world.

Academy of Computer Science & Engineering

Computer Science

Digital Information Tech. Credit: 1 Course Number: 82073100
This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

Advanced IT Honors Credit: 1 Course Number: 90076100
This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Advanced Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, webpage design, and the integration of these programs using software that meets industry standards.

Game Design 1 (M) Credit: 1 Course Number: 82081100
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 Design 2 (M) Credit: 1 Course Number: 82081200

Prerequisite: Game Design 1

This course covers fundamental principles of designing a game or a simulation application, rules and strategies 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.

AP Computer Principles (M)

Credit: 1

Course Number: 02003350

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.

AICE Computer Science AS

Credit: 1

Course Number: 02004200

AP Computer Science A is an 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.

Cyber Security

Prerequisite: Classes should be taken in sequential order

IT Fundamentals/Cyber Security

Credit: 1

Course Number: 90013100

This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

Computer/Network Security Hon.

Credit: 1

Course Number: 90013200

This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity.

Cybersecurity Essentials

Credit: 1

Course Number: 90013300

This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems.

Digital Design

Prerequisite: Classes should be taken in sequential order

Digital Media Fundamentals Hon.

Credit: 1

Course Number: 90051100

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

Digital Media Production Hon. (M)

Credit: 1

Course Number: 90051200

This course introduces students to the digital video and audio authoring environments, equipment, and software applications. Content includes management aspects of creating, saving, and distributing digital assets.

Digital Media Delivery Hon. (M)

Credit: 1

Course Number: 90051300

This course introduces students to the digital video and audio delivery media and associated protocols. Content includes technical aspects of evolving and emerging technologies used in the delivery of digital

content.

Engineering

Prerequisite: Classes should be taken in sequential order

Intro to Engineering Honors

Credit: 1

Course Number: 86005500

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 Design Honors

Credit: 1

Course Number: 86005200

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. The course also includes concerns about social and political consequences of technological change.

Aerospace Engineering Honors

Credit: 1

Course Number: 86006200

This course is intended to engage students in analyzing and designing solutions to engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams, exploring hands-on projects and activities to learn the characteristics of aerospace engineering and work on major problems to be exposed to the various situations that aerospace engineers face in their careers.

Engineering Design & Dev. Hon.

Credit: 1

Course Number: 86006500

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.

Marine Service

Prerequisite: Classes should be taken in sequential order

Outboard Marine Service 1 (M)

Credit: 1

Course Number: 95042100

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of workplace safety and organization, trailer service, various boat materials, 2-stroke cycle outboard engines, and fuel systems on boats.

Outboard Marine Service 2 (M)

Credit: 1

Course Number: 95042200

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of marine electrical systems, procedures for preparing boats to customers, capacitor discharge ignition systems, outboard engine fuel

systems, and proper use of computer systems related to parts specialization. Opportunity to work towards Yamaha certification.

Outboard Marine Service 3 (M) Credit: 1 Course Number: 95042300
Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of outboard 4-stroke cycle engines, charging systems, battery ignition systems, and cranking systems. Opportunity to work towards Yamaha certification.

Outboard Marine Service 4 (M) Credit: 1 Course Number: 95042400
Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of outboard engine lubrication systems, cooling systems, lower gear cases, lower units and housing assemblies, employability, and entrepreneurship. Opportunity to work towards Yamaha certification.

Advanced Marine Tech. 1 Hon. (M) Credit: 1 Course Number: 95042500
Students will learn advanced-level skills for the marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student an understanding of basic four-stroke cycle engines, fuel systems, cooling systems, lubrication systems, ignition systems, and capacitor discharge ignition systems. Opportunity to work towards Yamaha certification.

Maritime Technology

Prerequisite: Classes should be taken in sequential order

Maritime Technology 1 (M) Credit: 1 Course Number: 84041100
This course provides students with an understanding of the field of maritime studies and prepares for postsecondary programs, as well as the world of work, by developing an in-depth mastery of maritime industry related concepts and their relationship to the business of shipping. The course also includes various concepts of history, science, technology, engineering, and mathematics, as well as social and political implications of the maritime industry on the international scale. Students learn and are eligible to earn industry certifications in a number of CAD (Computer Aided Design) programs as part of the course. Students also learn about the expanding technology of aquaculture (fish farming) and can gain "hands on" experience through the school's aquaponics garden (raising fish and vegetables together).

Maritime Technology 2 (M) Credit: 1 Course Number: 84041200
This course provides students with opportunities to further their mastery on maritime related concepts in preparation for postsecondary education and the world of work. The course builds on material presented in Maritime 1 by increasing the depth and breadth of student knowledge. Students learn and are eligible to earn industry certifications in a number of CAD (Computer Aided Design) programs as part of the course. Students also learn about the expanding technology of aquaculture (fish farming) and can gain "hands on" experience through the school's aquaponics garden (raising fish and vegetables together).

Maritime Technology 3 (M) Credit: 1 Course Number: 84041300
This course provides students with opportunities to further their mastery on maritime related concepts in preparation for postsecondary education and the world of work. The course builds on material presented in Maritime 2 by increasing the depth and breadth of student knowledge. Students learn and are eligible to earn industry certifications in a number of CAD (Computer Aided Design) programs as part of the course. Students also learn about the expanding technology of aquaculture (fish farming) and can gain "hands on" experience through the school's aquaponics garden (raising fish and vegetables together).

Global Information Systems (Dual Enrollment)

GIS 11th Grade (GIS1040C/GIS1042C) Credit: 2 Course Number: DE
GIS1040C - The intent of this course is to provide the student with a detailed introduction in Geographic Information Systems (GIS) and support this information with laboratory activities. The course will cover all working knowledge of the theory aspects of geographic information systems including data collection, preprocessing, data management and data analysis as well as an introduction to the application of these systems. Prerequisite: knowledge of Windows operating system.

GIS1042C - This course will build upon the student's fundamental knowledge of GIS gained in the prerequisite course titled Introduction to Geographic Information Systems I. The student will learn how to implement geographic concepts in GIS systems. The course will provide the student with the fundamental of computing and information science systems and cartography. It will introduce the student to the theory and practice of computer-aided cartography. In addition, the student will delve more deeply into data representation, manipulation and presentation.

GIS 12th Grade (GIS1030/GIS1047C) Credit: 2 Course Number: DE
Prerequisite: Completion of GIS 11th Grade Program with C or higher

GIS1030 - This course introduces basic concepts and fundamentals of remote sensing, image processing, and the Global Positioning System (GPS). The principles and processes involved in airphoto interpretation will be reviewed and examined. Image processing techniques will be reviewed from practical and mathematical points of view. The course is intended to provide the student with the background information necessary to successfully use remotely sensed imagery and GPS in conjunction with GIS technology. Prerequisite: Knowledge of Windows operating system.

GIS1047CA - Combined lecture and laboratory course in which students will draw upon the principles learned in GIS I and GIS II to increase/refine skills and apply them to individual and/or group projects.

Academy of Education

Early Childhood

Prerequisite: Classes should be taken in sequential order. Before exiting program, students must pass all competency exams in the DCF training.

Early Childhood 1 Credit: 1 Course Number: 84051100
This course includes competencies on child care rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, and communication skills, principles of child nutrition and technology use; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.

Early Childhood 2 Credit: 1 Course Number: 84051200
This course includes competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, history of school-age care, infant-toddler developmentally appropriate guidance activities, and observing and recording methods; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.

Early Childhood 3 Credit: 1 Course Number: 84051300
This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.

Early Childhood 4

Credit: 1

Course Number: 84051400

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.

Principals of Education

Exploratory Teaching 1

Credit: 1

Course Number: 05003000

Exploratory Teaching 2

Credit: 1

Course Number: 05003100

Prerequisite: Classes should be taken in sequential order

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

Latinos in Action 1/Lead. Strat. Hon.

Credit: 1

Course Number: 24003200

Latinos in Action 2/Lead. Tech. Hon.

Credit: 1

Course Number: 2400310L

Prerequisite: Classes should be taken in sequential order

Latinos in Action (LIA) is a college prep course, a cultural awareness seminar, and a leadership training class all rolled into one package. The LIA curriculum trains students as paraprofessionals and leaders who visit local elementary schools in an effort to not only increase literacy and math rates of those who are struggling, but to act as role models. This allows younger students to build leadership and self-efficacy that will propel them to join LIA when they reach Middle and High School and continue the cycle of support and leadership demonstrated by older LIA students.

While this unique approach seeks to bridge the graduation and achievement gap Latino students generally experience in the United States, LIA is also a fun and interactive class that provides students with college, career, and life readiness skills.

Principles of Education

Credit: 1

Course Number: 89090100

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in a minimum of 20 hours of guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

Academy of Sciences

Health Science

Prerequisite: Classes should be taken in sequential order

The Academy of Health Science at South Broward H.S. will give you the foundation and edge you will need in fulfilling a career in Sports Medicine, Personal Training, and Physical Therapy. Upon completion, you will be certified in CPR, First Aid, and AED and you will also take the NASM Certified Personal Trainer exam. Those sitting for Personal Trainer Certification will also learn valuable entrepreneurship tools for starting your own Personal Training business.

Health Science 1/Anat. & Phys. Hon.

Credit: 1

Course Number: 84171000

This course consists of an overview 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 Sci. Found./Sports Med. Hon. Credit: 1 Course Number: 84171100
This course is designed to provide the student with an in-depth knowledge of the health care system and associated occupations, including Sports Medicine and Care and Prevention of Athletic Injuries. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students will earn CPR and BLS certification. Students may shadow professionals throughout the course.

Medical Skills Services Credit: 1 Course Number: 84003200
This course will provide a broad introduction to the Allied Health Science profession with a focus on career exploration. You will gain hands-on practical experience in basic medical skills and learn the tools and language of the trade.

Wellness/Exercise Sci. Hon. Credit: 1 Course Number: 84171200
This course prepares students to be employed as Personal Trainers. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a personal trainer, develop and implement exercise programs for apparently healthy individuals or those who have medical clearance to exercise, proficiency in the appropriate fitness equipment used, as well as a foundation in the musculoskeletal system of the body. You must be a senior to enroll in this course as you must be within 3 months of graduation in order to be allowed to sit for NASM (National Association of Sports Medicine) Personal Trainer exam.

Additional Electives

College Level Electives

AICE Global Perspectives AS Credit: 1 Course Number: 17003640
The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national and international perspectives, and of the connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays.

AICE Thinking Skills AS (SAT/ACT) Credit: 1 Course Number: 17003721
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 course 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 reasonable decisions and construct evidence-based arguments. These independent think skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to high education on into professional environment.

AICE Physical Ed./Kinesiology Credit: 1 Course Number: 30260200
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. The course also encourages learners to understand and explain global trends in Physical Education and Sport.

General Electives

African American Studies Hon. Credit: 1 Course Number: 21003360
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 Credit: 1 Course Number: 21094300
The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms 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.

Leadership Skills Dev. LH (SGA) Credit: 1 Course Number: 24003000
The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

Peer Counseling 1 Credit: 0.5 Course Number: 14003000
Peer Counseling 2 Credit: 0.5 Course Number: 14003100
The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution. Students will develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

Peer Counseling 3 Credit: 0.5 Course Number: 14003200
Peer Counseling 4 Credit: 0.5 Course Number: 14003300
Prerequisite: Classes should be taken in sequential order
The purpose of this course is to enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school.

Personal, Career, School Dev. 1 Credit: 1 Course Number: 05005000
This course is designed for 9th and 10th grade students. Students will engage in a series of challenges designed to increase their own happiness and build more productive habits. They will read and learn more about the science behind happiness, meditation practices, mental health, the 16 habits of mind, and empathy. Part one of the course will take them into self-exploration and will focus on activities that have been proven to increase happiness along with strategies to build better habits. Part 2 of the course will be focused on habits of mind and purpose. This is where students will develop and incorporate problem solving, strategic reasoning, insightfulness, perseverance, and creativity into their personal, academic, and professional lives.

Personal, Career, School Dev. 3 Credit: 1 Course Number: 05005200
This course is designed for 11th and 12th grade students. Students will engage in a series of challenges designed to increase their own happiness and build more productive habits. They will read and learn more about the science behind happiness, meditation practices, mental health, the 16 habits of mind, and empathy. Part one of the course will take them into self-exploration and will focus on activities that have been proven to increase happiness along with strategies to build better habits. Part two of the course will be focused on habits of mind

and purpose. This is where students will develop and incorporate problem solving, strategic reasoning, insightfulness, perseverance, and creativity into their personal, academic, and professional lives.

Personal Fin. Lit. Hon./Money Matters Credit: 1 Course Number: 21023740
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.

JROTC

Prerequisite: Classes should be taken in sequential order

AR/Leadership Ed. 1 Credit: 1 Course Number: 18013000
The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (JROTC). The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active 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.

AR/Leadership Ed. 2 Credit: 1 Course Number: 18013100
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, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.

AR/Leadership Ed. 3 Credit: 1 Course Number: 18013200
The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

AR/Leadership Ed. 4 Credit: 1 Course Number: 18013300
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. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

Physical Education

Basketball 1 Credit: 0.5 Course Number: 15033100
Basketball 2 Credit: 0.5 Course Number: 15033150

During the first half of the year, the purpose of this course is to provide basic instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life. During the second half of the year, the purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Crossfit/Fitness Lifestyle Des. Credit: 0.5 Course Number: 15013100
Crossfit/Fitness Issues for Adol. Credit: 0.5 Course Number: 15013200

During the first half of the year, students will be exposed to Cross Fit Exercise. Students will learn the difference between cross fit training and weight training. While in the course, students will learn the theory and the benefits of cross fit, how to devise a workout routine and execute exercises in a safe manner. During the second half of the year, this course will build upon the foundational knowledge of Cross Fit Exercising as learned in the level 1 course. While in the course, students will expand their in-depth knowledge of the theory and the benefits of cross fit, how to devise a workout routine and execute exercises in a safe manner.

Personal Fitness Credit: 0.5 Course Number: 15013000
Comprehensive Fitness Credit: 0.5 Course Number: 15013900

During the first half of the year, 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. During the second half of the year, the purpose of this course is to elaborate on the knowledge, skills, and values they need to become healthy and physically active for a lifetime that were learned in personal fitness. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Soccer Credit: 0.5 Course Number: 15033200
Track & Field Credit: 0.5 Course Number: 15033000

During the first half of the year, the purpose of this course is to provide basic instruction of the fundamental skills, tactics, rules and etiquette in soccer. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to soccer strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life. During the second half of the year, the purpose of this course is to provide basic instruction of the fundamental skills, tactics, rules and etiquette in track and field. Introduction to systems of play will be included to enhance the student's

understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to track and field strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Team Sports 1 Credit: 0.5 Course Number: 15033500
Team Sports 2 Credit: 0.5 Course Number: 15033600

During the first half of the year, the purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. During the second half of the year, the purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

Weight Training 1 Credit: 0.5 Course Number: 15013400
Weight Training 2 Credit: 0.5 Course Number: 15013500

During the first half of the year, the purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course. During the second half of the year, the purpose of this course is to build the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

Weight Training 3 Credit: 0.5 Course Number: 15013600
Students will take the knowledge of technique, regimen and theory learned in previously taken weight lifting courses to expand on their knowledge of the theory, fundamentals and skills of weight lifting.

Swimming

Prerequisite: Classes should be taken in sequential order

Water Safety Credit: 0.5 Course Number: 15044900
Personal Fitness Credit: 0.5 Course Number: 15013000

During the first half of the year, this course will teach students the importance of life saving water safety rules, protocols and action steps to take in case of a water emergency. Students will learn proper warm up and cool down exercises, proper swimming stroke technique and the science of aquatic training. During the second half of the year, 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.

Swimming 1 Credit: 0.5 Course Number: 15044600
Swimming 2 Credit: 0.5 Course Number: 15044700

The purpose of this course is to provide basic instruction of the fundamental skills, tactics, rules and etiquette in competitive swimming. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to swimming strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Lifeguard/Athletic Care & Prev. Credit: 0.5 Course Number: 15024900

Lifeguard/Individual/Dual Sports 1 Credit: 0.5 Course Number: 15024100
During the first half of the year, students will use previously ascertained knowledge from water safety to become a certified lifeguard. The instructor will guide students through an intensive programming focusing on life saving skills. During the second half of the year, students will use previously ascertained knowledge from water safety to become a certified lifeguard. The instructor will guide students through an intensive programming focusing on life saving skills.

Social Sciences

Comprehensive Law Hon. Credit: 1 Course Number: 21063750
The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice.

Adv. Placement (AP) Psychology Credit: 1 Course Number: 21073500
The course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand, with a focus on ideas that encompass core principles, theories, and processes of the discipline. The framework also encourages instruction that prepares students for advanced coursework in the field of psychology at the undergraduate level.

AICE Sociology AS Credit: 1 Course Number: 21083100
In a rapidly changing world, Cambridge International Sociology offers students the opportunity to not only explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of Sociology should stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way.

AICE Geography AS Credit: 1 Course Number: 21034100
Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence and economic transition.

Speech/Debate

Debate 1 LH Credit: 1 Course Number: 1007330D
Debate 2 LH Credit: 1 Course Number: 1007340J
Debate 3 LH Credit: 1 Course Number: 10073500

Prerequisite: Classes should be taken in sequential order
The purpose of this course is 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. For Debate 2 and Debate 3, some work outside of the regular school day may be required.

Speech

Credit: 1

Course Number: 1007300A

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 in a variety of given settings.

World Languages

Prerequisite: Classes should be taken in sequential order or consultation with teacher

Pre-AICE French 1

Credit: 1

Course Number: 07013940

Focuses on the key areas of listening, speaking, reading, and writing skills in French. Each lesson introduces new vocabulary and grammar concepts through listening comprehension, speaking, and writing activities. Students learn to talk about themselves and others, describe their surroundings and use numbers for dates and time. Regular verbs are introduced in the present tense. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. The course has been aligned to meet all national standards.

Pre-AICE French 2

Credit: 1

Course Number: 07013960

A continuation to the introduction to the French language and Francophone communities focusing on four modes of expression including: listening, speaking, writing and reading. The main goal of this course is for students to develop, on a daily basis, receptive and productive skills that will allow them to communicate efficiently in French. Through age- and stage-appropriate thematic topics for French 2 such as: daily greetings, family, friends, leisure/hobbies, shopping and restaurants and authentic resources such as songs, movies and documentaries related to French culture, students learn to create more complex sentences using different tenses and moods (present, past tense, subjunctive present, conditional), when writing in short paragraphs and speaking and writing, they will comprehend important ideas and details in contextualized texts and become more accurate in written and oral expression.

French 3 Honors

Credit: 1

Course Number: 07013400

French 4 Honors

Credit: 1

Course Number: 07013500

Students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in both formal and informal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics, respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French.

Adv. Placement (AP) French Language

Credit: 1

Course Number: 07013800

The AP French Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in French language and culture. The course 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. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Pre-AICE Spanish 1

Credit: 1

Course Number: 07085320

The objective of this course is to enable students to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening comprehension, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Pre-AICE Spanish 2

Credit: 1

Course Number: 07085340

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 3 Honors

Credit: 1

Course Number: 07083600

This course is designed to teach students the vocabulary, phrases, and grammar fundamentals to furthering their knowledge of the Spanish language. Students will continuously enhance their vocabulary by learning new words and phrases with each chapter, as well as master beginning grammatical structures of the target language. Reading, writing, listening comprehension, and oral exercises will help students build a strong foundation upon which they may grow. We will enrich our learning by studying other cultures and discovering how fun learning another language can be!

Spanish 4 Honors

Credit: 1

Course Number: 07083700

High School level IV enriches students' Spanish proficiency and cultural understanding, preparing students for college and career-level Spanish. The thematic unit organization encourages students to make cross-cultural and cross-curricular comparisons as they take on more advanced cultural and linguistic adventures. Cultural challenges encourage students to apply Spanish vocabulary and more advanced Spanish grammar concepts in context.

Spanish Speakers 2

Credit: 1

Course Number: 07093100

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. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

Spanish Speakers 3

Credit: 1

Course Number: 07093200

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 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

Adv. Placement (AP) Span. Language

Credit: 1

Course Number: 07084000

This course is organized into six units that are based on the required themes. This creates an interesting, meaningful context in which to explore a variety of language and cultural concepts in the interpretive, interpersonal, and presentational modes. The themes in each unit help teachers integrate language, content,

and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts.

Pre-AICE Chinese 1

Credit: 1

Course Number: 07113500

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.

Pre-AICE Chinese 2

Credit: 1

Course Number: 07113520

Reinforces the fundamental skills acquired by the students in the previous level. 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 Chinese 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.

Chinese 3 Honors

Credit: 1

Course Number: 07113200

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

Chinese 4 Honors

Credit: 1

Course Number: 07113300

Expands the skills acquired by the students in Chinese 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 newspapers, magazines, and literary works.