



2022 - 2023
Graduation
Requirements
&
Course Offerings Guide
Grades 9 - 12



The School Board of Broward County, Florida

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Principal's Message

Dear Colonel Family,

It is a great honor to be serving the students and community as the Principal of Plantation High School. I am a Plantation High School graduate, so I am excited to be at my alma mater to continue the rich Colonel traditions.

Our faculty and staff are committed to providing a safe, supportive, rigorous, and engaging educational environment for all of our students. Plantation High School's mission is to meet the needs of all our students by providing an education balanced by academic excellence, career pathways, community service and extracurricular activities.

I am so very proud to be surrounded by such an amazing group of students, parents, faculty, staff, and community members. I encourage your involvement in our school community because our students' success is based on the partnership between school, home, and the community.

If there is anything I can do to assist in your educational needs and aspirations, please do not hesitate to contact me.

Once a Colonel, Always a Colonel,

Parinaz Bristol, Principal

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LEADERSHIP TEAM

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Horatio Major	10 th Grade Assistant Principal
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Meryl Levine, World Languages
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Saima Sanallah, Science
Joe Vallone, Vocational/CTE
Micah Moreno, Literacy
Laura Keeler, Mathematics

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Donna DeMarco, Gifted Coordinator
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Catherine Gonzalez, IB/Cambridge Coordinator
Donna Dietz, ESE Specialist

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 a particular 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.

Acceleration Options

Each high school is required to advise each student of programs through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment and early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction as specified in ss. 1003.4295, F.S. Each high school is also required to advise each student of the early and accelerated graduation options under ss. 1003.4281 and 1003.429, F.S.

Each high school must provide Academically Challenging Curriculum to Enhance Learning (ACCEL) options. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students such as:

- Whole-grade and mid-year promotion
- Enrichment programs
- Subject-matter acceleration
- Virtual Instruction in higher grade level subjects
- Credit Acceleration Program (CAP) as specified in s. 1003.4295, F.S.
- Enriches science, technology, engineering and mathematics (STEM) coursework.

The Florida Department of Education's Bureau of Curriculum and Instruction website provides technical assistance related to student and course advising, student progression, and graduation requirements at <http://www.fldoe.org/bii/>.

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 1, 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 December 2018 and may be subject to change dependent upon new legislation.

2019-2020 Standard Diploma Graduation Requirements



Students Entering Grade Nine in School Year 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) .5 Credit United States Gov't .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 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	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC
On-Line Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required


Diploma Designations & ACCEL 18-Credit Option

Scholar Designation	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> -Algebra 2 -Pass the Geometry EOC -Statistics or equally rigorous math -Chemistry or Physics and another equally rigorous science -2 credits in the same world language -Earn at least one credit in AP, IB, AICE or a dual enrollment course -Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam -Pass US History EOC or earn 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: Attain one or more industry certifications from the list established
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: <ul style="list-style-type: none"> -Physical Education not required -Online course not required -3 elective credits only -Service hours are not required

2019-2020 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) .5 Credit United States Gov't and .5 Credit Economics w/Financial Literacy
World Languages	Not required for graduation
Fine and Performing Arts, Speech/Debate, or Pract. 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 1, 2, and 3, Algebra 1, Geometry, Algebra 2, Biology 1, 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 1, 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 4; 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 4; 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>

Making the Right Choice

The right graduation program for a particular student is the 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/her postsecondary education or career plan. Here are some things that students and families should consider:

- What are the student's postsecondary education and career goals?
- Is the student prepared to make a choice about postsecondary education and possible career paths?
- If the student is planning to attend a postsecondary institution away from home, does he/she have the mature decision-making skills needed to make the informed, safe choices required for independent living?
- Are three electives enough or is the student interested in taking additional courses to explore his/her interests?
- Does the student want to participate in sports or other extracurricular activities for four years, or are three years enough?
- Does the student intend to play college-level sports and need to meet National Collegiate Athletic Association (NCAA) course eligibility requirements?
- Can the student meet admission requirements for postsecondary education institutions of his/her choice by choosing a three-year, 18-credit graduation program?
- Has the family considered expenses and possible financial aid needs that may result from the student starting postsecondary education a year early?
- Is the student going to compete for scholarships that require certain academic core courses, community service experiences, demonstrated leadership skills, or participation in extracurricular activities?
- Has the family considered that the student has the option of taking an additional year of academic or technical courses through dual enrollment or AP courses to earn college credit by choosing the 24-credit program?
- If the student is enrolled in a prepaid college tuition plan, can the family pay off the balance a year early?

Families and students are encouraged to contact the school counselor or career specialist on a regular basis during the middle and high school years to get more information about graduation programs, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision.

Points To Remember When Choosing a Graduation Program

- Students who choose the ACCEL 18 credit graduation program may still qualify for acceleration programs (e.g., AP, dual enrollment, IB, and AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admission requirements for those programs and scholarships.
- Students who choose the ACCEL 18 credit graduation program can participate in the National Merit Scholarship Program if they take the Practice Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.
- Students who choose the ACCEL program and complete the requirements within three years will graduate. Students cannot remain in school for the fourth year after graduating from high school. Students will lose a year of potential athletic eligibility by opting for a three-year program.
- Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a Florida Ready to Work Credential or designation reflecting one or more industry certifications.
- High school credits awarded before grade nine shall be counted toward the required credits for all graduation programs.
- The ACCEL 18 credit graduation program is only available to students who will receive a standard diploma.
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the three-year graduation program should contact those institutions as early as possible for specific admission requirements.
- Students who choose the ACCEL 18 credit graduation program must be treated equally in all ways with students who choose the 24-credit program, including eligibility for valedictorian or salutatorian ranking, Talented 20, and Bright Futures.
- The student and student's parent(s) must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option.

Diploma Designations

Each standard high school diploma shall include, as applicable:

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

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

An Overview of ACCEL Legislation:

- ACCEL Options:
 - Educational options that provide academically challenging curriculum or accelerated instruction to eligible K-12 students.
 - Minimum options:
 - Whole grade and mid-year promotions
 - Subject-matter acceleration
 - Virtual instruction in higher grade level subjects
 - Credit Acceleration Program (under 1003.4295,(F.S.))
 - Additional options:
 - Enriched science
 - STEM coursework
 - Enrichment programs
 - Flexible groups
 - Advanced academic coursework
 - Combined classes
 - Self-paced instruction
 - Curriculum compacting
 - Advanced- content instruction
 - Telescoping curriculum

- Parents and students may contact the principal at the student’s school for information related to the school’s process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal.
- Additional ACCEL options may be available at the student’s school. Please contact the principal for all additional options available.

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	1

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
Foreign Language above second year	+1
All college level Dual Enrollment 2007-08 and thereafter	+2
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. High school courses taken by middle school students prior to this date are not counted in the 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 INFORMATION

Advanced Placement Program

The Advanced Placement 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.

Advanced Placement 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.

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

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.

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

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.

SCHOOL	INNOVATIVE PROGRAM
Cooper City High	Cambridge AICE Program
Coral Glades High	Cambridge AICE Program
Coral Springs High	Fire Academy
Coral Springs High	Linked Education and Employment Outcomes (LEEO)
Coral Springs High	Dual Enrollment
Cypress Bay High	Cambridge AICE Program
Everglades High	Sports Medicine
Everglades High	Cambridge AICE Program
Everglades High	Fire Academy
Everglades High	FBI Youth Academy
McArthur High	Cambridge AICE Program
McArthur High	Linked Education and Employment Outcomes (LEEO)
McArthur High	Mustang University
Piper High	Cambridge AICE Program
South Broward High	Cambridge AICE Program
South Plantation High	Cambridge AICE Program
Stoneman Douglas High	Fine Arts Initiative
Western High	Cambridge AICE Program
Western High	STEM Academy

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>.

<u>Atlantic Technical College and Technical High School</u>	<u>Technical</u>
<u>Blanche Ely High</u>	<u>Integrated Career and Academic Networks (iCAN)</u> <u>Medical Sciences</u> <u>Science and Pre-Engineering</u>
<u>Boyd Anderson High</u>	<u>Health and Wellness</u> <u>International Baccalaureate</u> <u>International Baccalaureate Career-Related Programme (IBCP)</u>
<u>Coconut Creek High Technical Academy</u>	<u>Technical</u>
<u>Cypress Bay High School</u>	<u>Lightning STEM Academy</u>
<u>Deerfield Beach High</u>	<u>Communications and Broadcast Arts</u> <u>International Baccalaureate</u> <u>Urban Teacher and Leadership Academy</u>
<u>Dillard 6-12</u>	<u>Digital Entrepreneurship Academy</u> <u>Emerging Computer Technology</u> <u>Performing and Visual Arts</u>
<u>Fort Lauderdale High</u>	<u>Cambridge Programme</u> <u>Pre-Law and Public Affairs</u>
<u>Hallandale High</u>	<u>Academy of Entrepreneurship</u> <u>Multi-Media Technology</u> <u>Science, Technology, Engineering, and Mathematics (STEM) Museum</u>
<u>Hollywood Hills High</u>	<u>The Entrepreneur and Leadership Military Academy</u>
<u>Lauderhill 6-12 School</u>	<u>Science, Technology, Engineering, and Mathematics (STEM) Multilevel Entrepreneurship Design (MED)</u>
<u>McFatter Technical College and Technical High School</u>	<u>Technical</u>
<u>Miramar High</u>	<u>Aviation</u> <u>International Baccalaureate</u>
<u>Northeast High</u>	<u>Alternative Energy</u> <u>Biotechnology</u> <u>The Latin School</u>
<u>Plantation High</u>	<u>International Baccalaureate</u>
<u>Pompano Beach High School</u>	<u>Integrated Career and Academic Networks (iCAN)</u> <u>International Affairs and Information Technology</u>
<u>Sheridan Technical College and Technical High School</u>	<u>Technical</u>
<u>South Broward High</u>	<u>Integrated Career and Academic Networks (iCAN)</u> <u>Maritime, Marine Science and Technology</u>
<u>South Plantation High</u>	<u>Environmental Science</u>
<u>Stranahan High</u>	<u>Integrated Career and Academic Networks (iCAN)</u> <u>Medical Magnet Academy</u> <u>Science and Pre-Engineering</u> <u>Urban Teacher Academy Program (UTAP)</u>

Share Time Programs

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 Share Time 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.

Share Time opportunities are open to all Broward County full time high school students, age 16 years or older and having 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.

Students enrolled in private schools and home-schooled students are also welcome. There may be charges for textbooks, uniforms, and supplies.

- 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 a career certificate or an associate or baccalaureate degree 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 (2.0 for technical dual enrollment).
- Obtain approval from parent and from the high school principal.
- Obtain minimum ACT, SAT or PERT placement scores prior to enrollment.
- Select courses from the approved list (For courses counting as electives toward the high school diploma, books are not provided by the District).
- Satisfy any required prerequisites.
- Maintain a 3.0 unweighted GPA (2.0 in technical dual enrollment) in high school coursework and a 2.0 college GPA in order to continue in the program.
- The 3.0 high school GPA is inclusive of any Dual Enrollment college courses taken.
- Conform to all School Board and post-secondary institution policies and procedures.

Three-credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed on the FLORIDA DOE DUAL ENROLLMENT COURSE – HIGH SCHOOL SUBJECT AREA EQUIVALENCY LIST shall be awarded 0.5 high school credit, either as an elective or as designated in the local interinstitutional articulation agreement.

NOTE: Most three credit hour dual enrollment courses equate to one-half (.5) high school credit, but some three and four credit hour dual enrollment courses equate to one (1.0) 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

College Academy at Broward College

The College Academy@ BC (CA), located on the central campus of Broward College, is a full-time dual enrollment program for Broward County high school students. Students may apply in January and February of their sophomore year.

Eligibility criteria are as follows:

3.25 unweighted grade point average; meet qualifying CA testing requirements; pass 10th grade FCAT at level 3 or higher; application, personal essay; teacher/counselor recommendation; and good attendance/behavior record

All college and high school courses are taught on the college campus. The program offers qualified students the opportunity to receive a **high school diploma** and an **Associate of Arts (AA) degree concurrently**. The quality of the College Academy program is demonstrated by the success of its graduates: 100% of the Class of 2010 earned both a high school diploma and an AA degree and matriculated to upper division colleges and universities. Also, in 2010, 100% of College Academy students qualified for the Florida Bright Futures Scholarship Program as a Florida Academic Scholar or a Florida Medallion Scholar. Students attend classes from late August through late June, taking a minimum of 15 college credits per semester and a minimum of six college credits in the first summer term. Students must maintain a 2.5 college grade point average in order to remain at The College Academy.

The College Academy is designed for students who have the maturity required for college campus life, the discipline to use their time wisely and the academic ability to handle the rigor of college work.

For further information, contact The College Academy @ BC Central (754) 321-6900 **or** visit the College Academy website: <https://www.browardschools.com/collegeacademy>

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. Students must meet eligibility criteria: a) reside in Broward County, b) FCAT Reading level 2 or higher, c) grades of C or higher in current semester coursework. 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. BVS partners with K12 Inc. for its elementary school program.

For course offerings please visit our 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).
- The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the 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

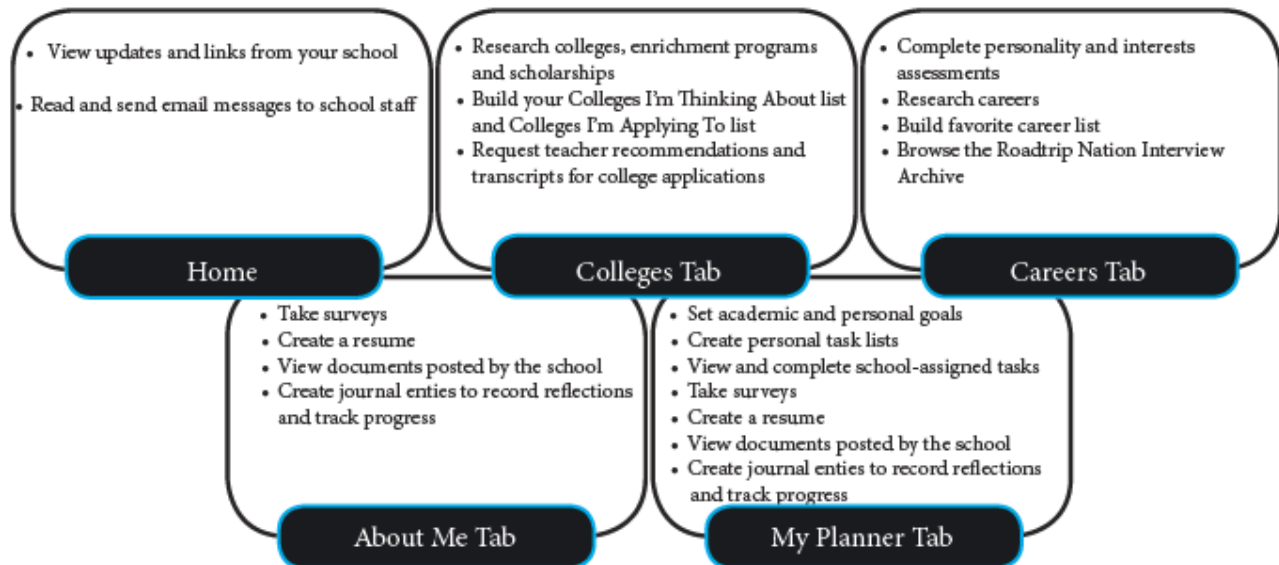
Naviance

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

- Students can log into Naviance through their Single Sign On (SSO) OR
- Go to our school's Naviance Website: To find your school's specific Family Connection website go to www.browardschools.com/naviance
- Enter the username provided by your school in the Username field. The username is the Student Number (example: 06.....)
- 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 (/)!
- Check the box next to Remember Me if you want to bypass entering this information on return visits. (Not recommended for shared or public computers.)
- Click the Log In button.

FloridaShines

FloridaShines exists to empower all of Florida's 20,000,000 residents to earn a college degree and find a bright career. Whether you're in high school just starting to think about college or you're already working and ready to earn or complete your degree, FloridaShines can help.

FloridaShines works with the state's 40 colleges and universities and other partners to help you succeed in school and beyond. Check your transcript. Register for an online course. Search libraries across the state. And a whole lot more. All designed to help you shine.

FloridaShines - Florida's Student Hub of Innovative Educational Services - is a service of the Florida Virtual Campus.

Florida Virtual Campus

The Florida Virtual Campus (FLVC) is a statewide provider of innovative educational services for Florida's K-20 community. Working collaboratively with the state's 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides services that help students succeed in school and life after graduation. Those services include:

- An array of academic advising, career readiness, and distance learning resources for students and parents, available through the FloridaShines website
- Support for the academic libraries at the state's public colleges and universities, including a discovery tool used by students and faculty to access library resources and an integrated library management system used by library staff
- Tools and training materials used by academic advisors, distance learning staff, librarians, and other staff at Florida's public colleges and universities to provide services to their students and faculties

The Florida Virtual Campus is funded by the Florida Legislature, and administered by the University of West Florida.

College & Career Readiness Evaluation Available

The Bright Futures Scholarship Eligibility Evaluation and High School Graduation Evaluation is available to students. The evaluations have been refreshed and offer a new, easier-to-read format that incorporates college and career readiness goals.

Students access the evaluations from www.mycareershines.org> Go to College

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

State University System (SUS) Admission Requirements

There are twelve public universities in Florida. Admission into Florida's state universities is limited by available space. Competition for space depends on the number and qualifications of those who apply for admission. To increase the chance of admission, high school students should try to exceed the minimum requirements and apply to more than one university.

Admission decisions are based on: 1) high school graduation; 2) grade point average in academic core courses; 3) admission test scores; 4) course distribution requirements; and 5) student portfolios including extra-curricular activities, essays, etc.

Students must complete at least 18 units of high school work in the five core areas listed below in addition to two or three additional electives:

- 4 credits – English/Language Arts (three of which must have included substantial writing requirements);
- 3 credits – Natural Science (two of which must have included substantial laboratory requirements);
- 3 credits – Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography);
- 2 credits – Foreign Language (Both credits must have been in the same language. For the purposes of this requirement, American Sign Language will be accepted in place of a foreign language. Students may not have one high school credit and one 3-4 credit hour postsecondary foreign language course unless the college credit course is at least at the second level of a foreign language);
- 4 credits – Mathematics (at or above the Algebra 1 level)
- 2 credits – Additional Academic Credits:
 - 2 credits among Level 2 courses in Department of Education *Course Code Directory* in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level 3 courses listed in the *Directory* in any academic credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted; **OR**
 - One credit from the list directly above and one credit from grade nine or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee and listed in the *Florida Counseling for Future Education Handbook*.

State University System (SUS) Elective Requirements

Freshman applicants to the State University System must have two or three additional high school credits as electives.

Students and counselors are advised to consider carefully the importance of elective course work. Completion of the required 18 credits for SUS admission guarantees acceptance only in the case of Talented 20 students. Therefore, the stronger an applicant's preparation, the better their chance of admission into the university of choice.

Florida State University Matrix^{SEP}

(Student criteria may not be valid for current year admissions)
****Students who meet criteria are NOT guaranteed offers of admission****

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Location	Tallahassee	Boca Raton	Ft. Myers	Miami	Lakeland	Tallahassee	Sarasota	Orlando	Gainesville	Jacksonville	Tampa	Pensacola
Enrollment Fall 2017	9,909	30,203	14,916	56,718	1,378	41,900	859	66,180	52,669	16,309	43,542	12,979
Undergraduate Enrollment Fall 2017	6,559	25,025	13,757	47,629	1,362	35,340	835	56,974	35,247	14,255	30,984	10,064
Top 3 Majors for Enrolled Undergraduates	Health Services/ Allied Health Sciences Business Admin. & Management Biology/ Biological Sciences	BS Biological Sciences BA Psychology BA Criminal Justice	Management, Biology, Psychology	Psychology, Biology, Business	Computer Science, Computer Engineering, Mechanical Engineering	Business, Biological Sciences, Engineering	Biology, Psychology, Political Science	Engineering, Business and Psychology	Biology Health Science Business Management	Psychology Communications Business Management	Biomedical Sciences Nursing Engineering	Nursing Biomedical Science Marine Biology
Degrees mapped/tracked (website)?	http://catalog.famu.edu/content.php?catoid=68&navoid=366	fau.edu/uas/curriculum.php	Tracked	mymajor.fiu.edu/my.fiu.edu	Yes	http://www.academic-guide.fsu.edu/	By portal and faculty advising	Yes - Pegasus Path	Yes	Yes, Osprey Maps through student portal	Yes, refer to specific program	Yes refer to online catalog for degree plan/map
1st-Year Retention Rate (Fall 2016 Cohort)	82%	79%	79%	90%	83%	94%	84%	90%	96%	80%	90%	77% for 2016 cohort 82% projected for 2017 cohort
4 Year Graduation Rate	21%	33%	2014 projected 26%	57%	Information unavailable	68%	57%	43%	68%	38%	60%	
6-Year Graduation Rate (Fall 2011 Cohort)	47%	51%	48%	56%	Information unavailable	80%	65%	70%	88%	57%	71%	42%
%Undergrad Minority (Black, Asian, Hispanic, Native American) Fall 2017	Asian 54%; Hispanic 2.77%; Am Ind. 0.9%; 2 or more races 3.28%; Blk 86.02%; White 6.62%	Black: 20% Asian: 4.0% Hispanic: 27% American Indian: 2%	Hispanic: 21% Native America: 1%	68% Hispanic; 13% Black 9% White 6% Non-resident 3% Two or more 2% Asian >1% Native American	Black: 5.3%; Asian: 4.6%; Hispanic: 18.5%; Native American or Alaskan Native: 4%	Black: 8.2% Asian: 2.4% Hispanic: 20.2% Native Am: 0.2% Hawaiian/ Other Pacific Islander: 0.1% Two or more races, non-Hispanic: 3.6%	Black: 3.1%; Asian: 3%; Hispanic: 17.7%; Two or More Races 3.1%	Black: 11.1%; Asian: 6.2%; Hispanic: 24.9%; Native American: 0.17%; Multi-racial: 3.6%	Black: 6.3% Asian: 8.1% Hispanic: 21.4% Native American: 2%	Black: 9.3% Asian: 4.6% Hispanic: 11.79% Native American: .17%	Black: 11.0% Asian: 7.5% Hispanic: 20.1% Native American: 2%	Black: 12.14% Asian: 3.35% Hispanic: 9.31% Native American: .5%

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Types of Applications Accepted	FAMU Application Only	FAU Online Application or Common App for Wilkes Honors College	FGCU Online	FIU Application Only	Institutional and Common Application	FSU Online Application, Coalition Application, or Common Application	commonapp. Org	UCF Institutional and Common App	Coalition Application exclusively for FTCC Applyweb application for Transfer	Institutional Application and Common Application	Institutional Application, Coalition	Common App, Institutional App
Preferred Time to Apply	August-October 31	Fall of senior year (by November for the Wilkes Honors College)	Prior to Nov 15th	July 1 - November 1	Prior to October 15th	Prior to November 1	November 1 (Early Decision); November 1 - April 15 (Rolling Admission)	Fall of the senior year	Fall, before November 1	June 1 - November 15	Fall, Before November 1	Fall, before Dec 1
Application Fee	\$30	\$30	\$30	\$30	\$30	\$30 (plus an additional \$5 processing fee if using the Coalition or Common Application)	\$30	\$30	\$30	\$30	\$30	\$30
Preferred Method to Receive Application Fee Waivers	Online - Attach to Application	E-mail applicationfeewaiver@fau.edu	email attachment, fax, postal mail	Any waiver type through document upload process in my.fiu.edu student portal	Waivers are not required - using self-reported on application	Automatic application fee waiver based on responses to the application's financial need questions	Online counselor approval, through the Common App	uoperations@ucf.edu (include student's name, DOB, supporting docs with the request)	As part of the Coalition application	Electronic Attachment	Attachment from student's email listed on application	UWF take a letter from HS counselor stating student qualifies for free or reduced lunch; SAT, ACT; NACAC. Email or mail is fine.
Type of admission notification	Rolling Priority for Scholars November 1	Rolling with February 15 Priority Deadline	Rolling	Rolling until pathway is full	Oct 15 Notification date and every two weeks for applications received after Oct. 1	Deadline Dates: 11/1/2018 and 2/7/2019 Corresponding Notification Dates: 1/31/2019 and 3/28/2019	Early Decision (apply by 11/1, decision by 12/15; reply by 1/15); Rolling (apply 11/1-4/15; decision by 4/25; reply by 5/1)	Rolling	Primary Notification: Feb 8th Late Notification: Mar 29th	Rolling	Rolling, first decision will be sent out in early October	Nov 10 & Dec 10 - Priority notification Rolling after that

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Total FTIC applications Summer/Fall received 2018	Summer 2018 FTIC Received: 1580 Accepted: 945 Fall FTIC Received: 7,352 Accepted: 2,929	26,072	14,306	19,130	Fall Only: 1,436	51,098	1,684	38,035	Summer 2018 FTIC Received: 8,005 Accepted: 3,189 Fall 2018 FTIC Received: 30,422 Accepted: 11,860	Summer 2018 FTIC Received: 7,187 Accepted: 5,338 Fall 2018 FTIC Received: 11,805 Accepted: 5,338	Summer 2018 FTIC Received: 8,245 Accepted: 4,900 Fall 2018 FTIC Received: 26,778 Accepted: 10,027	Received: 5,862 Accepted: 3,139
Middle 50% Accepted GPA - Fall 2018	3.5-3.99	3.8 - 4.46	3.46 - 4.25	4.2	3.65-4.53	4.1 - 4.5	3.77-4.38	3.79-4.34	4.2 - 4.6	4.0-4.4*	3.94-4.44	3.67 - 4.09
Middle 50% rSAT Accepted - Fall 2018	ERW: 550-590 Math: 550-590	SAT Evidence-Based Reading and Writing: 560-640 SAT Math: 570-640	EBRW: 550 - 620 Math: 530 - 600	1280	1230-1350	1290 - 1400	1210-1400	1280-1370 (EWR 620-690 and Math 620-690)	1300 - 1450	*EWR: 610-680 M:590-670	1240-1365	Composite: 1130 - 1230
Middle 50% ACT Accepted - Fall 2018	18-21	ACT English: 20-25 ACT Math: 20-25 ACT Reading: 21-26 ACT Science: 23-27	Reading: 23 - 30 English: 21 - 27 Math: 21 - 26 Composite 24.5	28	27-32	28 - 32	26-32	26-30 (Reading 28-33, English 25-31, Math 24-28, Science 24-30)	29 - 33	*Composite: 25-29 E/W 24-30/7-8	24-29	Composite: 23 - 27
Fall 2018 Acceptance Rate	39%	36%	62%	46%	N/A	33%	61%	43%	39%	31% (by July 1, 2018)		53%
Middle 50% Accepted GPA - Summer 2018	3.0-3.49	3.44 - 4	3.4 - 4.17	3.9	N/A	3.8 - 4.3	NA	3.60-4.10	4.2 - 4.5	3.3-3.8*	3.51-4.02	3.02 - 3.48
Middle 50% rSAT Accepted - Summer 2018	ERW: 500-540 Math: 500-540	SAT Evidence-Based Reading and Writing: 520-590 SAT Math: 510 - 580	EBRW: 530 - 590 Math: 510 - 590	1130	N/A	1210 - 1310	NA	1140-1220 (ERW 560-620 and Math 540-610)	1270 - 1410	*EWR: 560-630 M:530-610	1150-1240	Composite: 1040 - 1110

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Middle 50% ACT Accepted - Summer 2018	18-21	ACT English: 18-22 ACT Math: 17-22 ACT Reading: 19-23 ACT Science: 20-24	Reading: 22- 28 English: 21 - 25 Math: 18 - 24 Cinoisute 24,5	23	N/A	25 - 29	NA	22-26 (Reading 22-28, English 21-25, Math 19-25, Science 21-25)	28 - 32	*Composite: 20-24 E/W 20-24/6-8	21-25	Composite: 21 - 24
Summer 2018 Acceptance rate	60%	51%	62%	79%	N/A	44%	NA	50%	40%	74%	37.4%	61%
Superscore SAT Scores?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	YES
Superscore ACT Scores?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	YES
Prefer SAT or ACT?	Either	Either	Either	Either	Either	Either	Either	Either	Either	Either	Either	Either
What courses are included in the admissions gpa?	English, Math, Science, Soc Science, Foreign Language, EL Leadership, Reserch, Military Sci, Computer, Info Tech, Internship	SUS Core & Electives: Best grades of identical academic course	Academic Core plus Electives	English, math (algebra I and higher), natural science, social science, second language, academic electives	SUS Core and Electives; Best of academic courses	SUS Core	all core courses, and all AP/IB/AICE courses	All academic core courses	All academic coursework, plus all AP/IB level coursework	Core and academic Electives	Academic	Academic Core and Electives
If coursework is repeated, do you use the best course only or all attempted?	Best Course		best course	All attempted	All attempted	All attempted	all attempted	Best course grade if the repeated course is the exact same course and level	All attempts; No grade forgiveness	Best grade of repeated Course	Best Course	Best Course
Do you require letters of recommendations	Yes: 2	N/A	No	No	At least one is strongly encouraged	No	one recommendation	No	No accepted	Not required but encouraged	Not Required	No
Top 3 Florida College System Institution Feeder Colleges	Tallahassee Community College Palm Beach Community College Florida Community College at Jacksonville	Palm Beach State College Broward College Indian River State College	Florida South/Western State College State College of Florida, Manatee-Sarasota Palm Beach State College	Miami Dade College, Broward College, Palm Beach State	Hillsborough Community College; Polk State College; Valencia College	Tallahassee Community College, Broward College, Palm Beach State College	State College of Florida (Manatee-Sarasota), Tallahassee CC, Miami Dade College	Valencia College, Seminole State College, Eastern Florida State College	Miami-Dade College Indian River State College Hillsborough Community College	Florida State College at Jacksonville St. Johns River State College Daytona State College	Hillsborough Community College St. Petersburg College Pasco-Hernando State College	Peruola State College Northwest Florida State College Gulf Coast State College

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Do you prefer transcripts by SPEEDE or FASTER? What are your codes?	SPEEDE: 001480	Either, FASTER:9001 SPEEDE:001481	SPEEDE; Enter the following values in the the FASTER fields as indicated below: Enter 0100020000 in Addressed Institution Field (item #3, position 14-20) and Campus Number Field (item #3, position 21-24) Enter 730000003255300 in SPEEDE/Express ID field (item #16a, position 224-238)	FASTER: 963500	Either Speede #00979000 FASTER #979000	Either: Speede #0014890000 or FASTER #001489	FASTER, CODE: 1507. (If you need a second option, please use slate.org)	Prefer SPEEDE - Code Addressed Institution ID: 10002 Institution ID: 730000000395400	Prefer FASTER	Prefer: SPEEDE code: 5490 (FASTER code: 009841)	Faster code: 001537 Speede code: 001537 Prefer: EITHER	FASTER: 003955
Institutional Financial Aid Deadline for Fall 2019 (date/rolling)	January 1	January 1, 2019 Primary Priority Deadline/ March 1, 2019 Secondary Priority Deadline	January 1, 2019	March 1/Rolling	Priority Deadline: January 1	December 1 Priority	November 1 priority date (rolling)	December 1 Priority Deadline	December 15, 2018	Rolling	January 1, 2019	March 15 - Priority Deadline
2018-2019 Tuition & Fees for 30 credit hours (in-state)	\$4,553.00 for 30 credit hours (\$151.78 per credit hour)	\$6,381	\$6,118	\$6,550	\$4,950	\$6,516	\$5,763	\$212.28 per credit hour; \$6,368 for 30 credit hours	\$6,380.00 for 30 credit hours (\$212.67 per credit hour)	\$6,393.90* estimated	\$6410 for 30 credit hours	\$211.98/credit hour \$6,359.40 for 30 credits
Tuition Deposit Required? (Y/N) Amount?	Yes: \$150	YES (FTIC:\$200 Transfers:\$100)	No	\$200	Yes - \$200	Yes, \$200 Summer/Fall FTIC Only	Yes (\$200)	Yes (\$200 FTIC only)	Yes, \$200	No	Yes; \$200	NO
Housing Deposit Required? (Y/N) Amount?	Yes: \$200	No deposit, but \$100 non refundable fee	Yes \$50.00	\$100	Yes - \$250	Yes, prepayment \$100 summer; \$225 fall	No	Yes (\$250 Fall/Spring; \$100 Summer)	Yes, if the students plan to live on campus. \$225	Yes	No; \$50 application fee	YES, \$250

2018 SUS Admissions Tour MATRIX												
Universities	FAMU	FAU	FGCU	FIU	FLPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
Does your institution require freshmen to live on campus?	Yes	Yes for the first year if students live outside of a 30 miles radius of main campus. Yes, for two years for students in the Wilkes Honors College	No	No	No, but strongly encouraged	No	Yes (unless approved for a waiver by Student Affairs)	No	No	No, but encouraged	No	NO
Honors Program Minimum Requirements	3.50 GPA; SAT 1200 or ACT 27; Two letters of recommendation; Writing Sample; High School Transcript	FAU Honors (4.0/25/ 1200) with WHC Qualitative Review	3.5 GPA 1220 SAT or 25 ACT	4.0 HS GPA/1270 SAT or 27 ACT	N/A	Accepted Midrange: 4.3-4.6 GPA ; 31-33 ACT; 1430-1490 SAT. Students receiving an admissions scholarship will be invited to apply to the honors program.	Holistic review	Averages: GPA 4.43, SAT 1450, ACT 32.1	N/A	Holistic review; essay, resume, test score, and HS gpa	Automatically offered admission: 4.0 re-calculated GPA and either 1400 SAT or 30 ACT Student can apply to be considered: 3.8 re-calculated GPA and either 1360 SAT or 29 ACT	3.8 GPA and 1240 SAT or 26 ACT
Health Insurance Required/ Optional?	Yes	Optional. Only required for international students.	Yes for International	International students only	Optional - Required for International Students	Yes	Not by the institution	International students only	Yes, it is required.	Domestic - Optional; International - Required	Optional (required for international students)	Only for international students
Sports Division	NCAA Division I	DIV I	Div I Atlantic Sun	NCAA Division I- CUSA	N/A	Division I	NA	NCAA Div I	NCAA Division I	Division I	Division I	NCAA Division II

College Admissions Test Dates

For current information on college admissions test dates, please visit the following websites:

- SAT www.collegeboard.org
- ACT www.actstudent.org

Talented 20 Program

The purpose of the Talented 20 program is to guarantee admission to students who succeed in their respective K-12 public schools, encourage students to strive for better grades, and pursue rigorous academic courses. Students eligible for the Talented 20 program are guaranteed admission to one of the twelve state universities and are given priority for the awarding of funds from the Florida Student Assistance Grant, a needs-based student assistance program. Please note, that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of their choice.

In order to qualify for the Talented 20 program, students must:

- Be enrolled in a Florida public high school and graduate with a standard diploma;
- Be ranked in the top 20% of the class after the posting of seventh semester grades;
- Take the ACT or SAT (no minimum score is required); and
- Complete all eighteen college preparatory credits as specified in State Board of Education Rules.

Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes three 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 three 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. To be eligible for an initial award from any of the three types of scholarships, a student must:

- Apply online and complete the *Initial Student Florida Financial Aid Application* at www.FloridaStudentFinancialAid.org, by selecting **State Grants, Scholarships & Applications**, then **Apply Here**, during their last year in high school (after December 1 and prior to graduation). **Students must apply by high school graduation or all future eligibility for a Bright Futures Scholarship is forfeited.**
- Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.
- Earn a Florida standard high school diploma or its equivalent. For information on GED, Home Education, or dependents of military or public service personnel outside of Florida, students should visit the State Student Financial Aid website at www.FloridaStudentFinancialAid.org/SSFAD/bf. Under the title **First Time Applicants**, select the links for **Home Educated, GED, or Out-of-State**.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. All public colleges, state universities, and public vocational technical schools are eligible, as are many private postsecondary institutions. For a list of eligible institutions, students should visit www.FloridaStudentFinancialAid.org, **State Grants, Scholarships & Applications**. Select the tab **State Program Links** from the blue toolbar across the top of the page. Look for the links under the title **Eligible Institution Information**.
- Be enrolled for at least six non-remedial semester credit hours or the equivalent.
- Not have been found guilty of, nor pled no contest to, a felony charge.
- Begin receiving funding for the award within two years of high school graduation. If enlisting directly into the military after graduation, the two-year period begins upon the date of separation from active duty.

Initial Eligibility Requirements for High School Graduates

Initial eligibility requirements must be met, in addition to earning a standard Florida high school diploma, prior to graduation from a Florida public high school or a registered Florida Department of Education private high school. Students must apply by submitting an *Initial Student Florida Financial Aid Application* at www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm during their last year in high school, prior to their high school graduation or **forever forfeit** a Bright Futures Scholarship.

Course Weighting for the Bright Futures Grade Point Average

The grade point average calculated by the Florida Bright Futures Scholarship Program evaluation system to determine initial eligibility is based on the weighting of certain courses. The following courses are weighted .25 per semester course or .50 per year course.

- Courses identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, International Baccalaureate, Honors, Pre-Advanced International Certificate of Education (Pre-AICE), or Advanced International Certificate of Education (AICE).
- Courses designated as academic dual enrollment courses in the Statewide Course Numbering System.
- State University System approved courses identified in the Course Code Directory as Level 3 in the subject areas of mathematics, language arts, science, and social studies. These are listed in the Counseling for Future Education Handbook. (Note: Not all Level 3 courses are weighted.)
- Courses may be confirmed on the Comprehensive Course Table (CCT) at: https://www.osaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx

The assignment of additional weight is intended to be an incentive for students to continue to enroll in more challenging higher-level courses while pursuing Bright Futures Scholarships.

Weighted Quality Points by Course Type		
Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course
A	2.25	4.5
B	1.75	3.5
C	1.25	2.5
D	0.75	1.5
F	0.00	0.0

Unweighted Quality Points by Course Type		
Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course
A	2.0	4.0
B	1.5	3.0
C	1.0	2.0
D	0.5	1.0
F	0.0	0.0

The following chart outlines the eligibility requirements for each of the three types of Bright Futures awards for high school graduates. A student may receive funding for only one award. The highest award earned by the student will be selected. **Note: The Florida Legislature is authorized to change eligibility and funding requirements for future graduating classes.**

Bright Futures Eligibility Chart

Refer to the Bright Futures Handbook for complete Bright Futures eligibility criteria at <http://www.floridastudentsfinancialaid.org/BSF40/H/Manual.htm>

Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

FAS = Florida Academic Scholars		FMS = Florida Medallion Scholars		GSV = Gold Seal Vocational Scholars				
A	B	C	D	E	F	G	H	I
Student's High School Graduation Year ¹	Initial Eligibility		Service Hour Requirements	Number of FAS/FMS Hours of Funding Available ^{3,4}	Scholarship Award Information			
	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award ²			Number of FAS/FMS Hours of Funding Available	Number of Years to Reinstatement Initial Award ⁵	Number of Years of Funding Available ⁶	Restoration Opportunity
2013-2014 and after	1200 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSNV; 60 credit hours in ADD.	Within 2 years of high school graduation.	Up to 5 years from high school graduation.	For insufficient GPA in 1 st year of funding only	
2012-2013	1280 SAT / 28 ACT	1020 SAT / 22 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSNV; 60 credit hours in ADD.	Within 2 years of high school graduation.	Up to 5 years from high school graduation.	For insufficient GPA in 1 st year of funding only	
2011-2012	1270 SAT / 28 ACT	980 SAT / 21 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSNV; 60 credit hours in ADD.	Within 3 years of high school graduation.	Up to 5 years from high school graduation.	For insufficient GPA in 1 st year of funding only	
2010-2011	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study up to 90 credit hours	Within 3 years of high school graduation.	Up to 5 years from high school graduation.	For insufficient GPA in 1 st year of funding only	
2009-2010	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study up to 90 credit hours	Within 3 years of high school graduation.	Up to 7 years from high school graduation.	For insufficient GPA in 1 st year of funding only	
2008-2009 and before	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	110% of program of study up to 90 credit hours	Within 3 years of high school graduation.	Up to 7 years from high school graduation.	For insufficient GPA and insufficient hours	

¹ High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2013 and August 31, 2014 graduated in the 2013-2014 academic year.
² Home educated students who are unable to document a college preparatory curriculum equivalent to earn an FMS award, must earn a 1070 SAT or 23 ACT, and a net score of 2013-14 must earn a 1220 SAT or 27 ACT.
³ Restored hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours.
⁴ FAS & FMS students completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) receive, say receive 1 hour of graduate funding, up to 15 semester hours, paid at the undergraduate rate.
⁵ Recipients to the maximum number of years to begin receiving funding are able for students who are active military.
⁶ Students who are unable to complete their program after their allotted program length due to a verifiable illness or other documented emergency may be granted a 1-year extension to the normal timeframe.

* Eligibility and funding requirements are subject to change with each legislative session

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 Family Connection (Naviance) and contact your 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 a scholarship at NCAA Division 1 and 2 colleges or universities. A student who enters a NCAA Division 1 college or university on or after August 1, 2016 (entered ninth grade 2012-13), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year. The changes include the following:

- Minimum core-course GPA of 2.3 required
- Change in GPA and test-score index (sliding scale)
- Ten core courses required before the seventh semester of the senior year

A student who enters a NCAA Division 2 college or university on or after August 1, 2013, (2012-2013 high school graduates) will be required to complete 16 core courses instead of the current 14.

For information on the rules and to download a PowerPoint presentation to help families and students understand the changes, visit <http://www.ncaa.org/student-athletes/future/how-register>. A list of approved core courses is available at www.ncaaclearinghouse.net.

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 begin by creating an account at school at <http://web/dwh>. Parents can create their own account through www.browardschools.com.

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 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 are outstanding 12th grade students selected by their high schools. Fifteen panels of volunteer judges read the nomination forms and conduct interviews. All nominations will be screened before going into the interview phase. Not everyone will qualify for the interview phase. Judges will select a Silver Knight winner and three Honorable Mentions in each category. Nominating students is the responsibility of each high school. Selecting judges, arranging interviews and presenting the awards are the responsibilities of The Miami Herald.

Eligibility: The Silver Knight Awards program is open to 12th grade students 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. School may nominate one student per category.

Fifteen Categories:

Art	World Languages	New Media
Athletics	General Scholarship	Science
Business	Journalism	Social Science
Drama	Mathematics	Speech
English & Literature	Music & Dance	Vocational - Technical

ABBREVIATIONS

Several abbreviations are used in the course descriptions.

- **H** refers to advanced or honors courses which carry additional quality point towards the weighted GPA.

- **LH** refers to Local Honors because these courses contain rigor which carried an additional quality point towards the weighted GPA, which is used for class rank. These courses are **not** considered 'honors' by the State Universities and Bright Futures.

- **AP** refers to courses which prepare students to take Advanced Placement examinations for college credit and carry two additional honors points.

- **AICE** refers to Advance International Certificate of Education Program. This is an innovative and accelerated method of study offered through the University of Cambridge International Examinations. These courses award 2 extra quality points towards the weighted GPA.

- **IB** refers to International Baccalaureate.

- **CTE** refers to Career & Technical Education, highly technical and academically challenging cooperative programs responsible for developing programs that prepare students for occupations important for economic development.

- **BF** designates state of Florida university system "preferred" and Bright Futures Scholarship qualifying courses.

- **NCAA** indicates courses designated by the NCAA (National Collegiate Athletic Association) to be "core" courses.

- **SUS** indicates State University System

ENGLISH

ENGLISH 1 (BF) OF ENGLISH 1 THROUGH ESOL

Credit 1 10013100/10023000 9

English 1 provides instruction in the Language Arts strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. It offers instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the course.

ENGLISH 1 HONORS (H BF)

Credit 1 10013200 9

English Honors 1 promotes academic excellence in English Language Arts through the strands of reading process, literary

analysis, writing process, writing applications, communication, and information and media literacy. This course provides instruction in critical analysis of major literary genres. Composition instruction focuses upon using the writing process in creative, technical, and traditional academic modes in both timed and untimed settings. All stages of the writing process are addressed: prewriting, drafting, revising, editing, and publishing. Formal speaking experiences are provided. Technology is incorporated into all aspects of the course.

ENGLISH 2 (BF) OF ENGLISH 2 THROUGH ESOL

Credit 1 10013400/10023100 10

English 2 provides instruction in the Language Arts strands of the reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. Technology is incorporated into all aspects of the course.

AICE GENERAL PAPER (BF)

Credit 1 9,10

The Cambridge International General Paper encourages learners to develop a maturity of critical thought and argument, and a mastery of expression in the English language. These are skills needed for the university level study. The syllabus draws on topics from across the school curriculum, and learners are able to draw upon knowledge and understanding gained from study of other subjects. Meets graduation requirements requirement for English.

ENGLISH 2 HONORS (H BF)

Credit 1 10013500 10

English Honors 2 promotes excellence in English language arts through the study of world literature. This course provides instruction in universal themes found in world literature as well as in the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, technical, and traditional academic modes of writing through the writing process (prewriting, drafting, revising, editing, and publishing); frequent timed and untimed practice is provided. The study of language includes usage, mechanics, and other conventions of standard written English as they relate to students' writing. Formal and informal speaking opportunities are provided. Vocabulary study is done in conjunction with reading and literature. Technology is incorporated into all aspects of the course.

AICE ENGLISH LANGUAGE (BF)**Credit 1****10**

Prerequisite: AICE General Paper with a grade of **B or higher. Teacher recommendation. Passing score on the FSA ELA test for Grade 9.**

The purpose of this course is to provide students with an understanding of the semantic, structural and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. The content should include, but is not limited to, understanding the power of language as it impacts readers, writers, listeners, viewers, speakers and society as a whole; responding critically and aesthetically to fiction and nonfiction; the content specified by the Advanced International Certificate of Education Program. AICE is a international pre-university curriculum and examination system. **NOTES:** Students who are entering 10th grade who took AICE General Paper in Grade 9 may select this course for their 10th grade English class. Students enrolled in this course will study SAT content and will engage in rigorous coursework that may lead to college credit as a result of passing the end of year exam. Meets graduation requirements requirement for English.

ENGLISH 3 (BF) OF ENGLISH 3 THROUGH ESOL**Credit 1 10013700/10023200****11**

English 3 provides instruction in the Language Arts strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative examples of American literary works in various genres, as they illustrate distinctive national qualities and the ethnic and cultural diversity of the American experience. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. Listening, speaking, researching, and writing assignments are related to the study of American literature when appropriate. Technology is incorporated into all aspects of the course.

ENGLISH 3 HONORS (H BF)**Credit 1 10013800****11**

This course promotes excellence in English language arts through enriched experiences through the strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Instruction includes frequent practice in writing various types of multi-paragraph essays, including documented papers; written and oral analysis of American literature representing the ethnic and cultural diversity of the American experience; and analysis of American dialects reflected in the literature. Reference skills and methods of summarizing are taught in the production of documented papers/projects. All phases of the writing process are utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Formal and informal speech experiences are provided. Technology is incorporated into all aspects of the course.

ADVANCED PLACEMENT ENGLISH**LANGUAGE AND COMPOSITION (AP BF)****Credit 1 10014200****11**

The course provides a study of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. Examples of prose from various fields and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Students develop individual writing styles adaptable to writing needs in college. Students are expected to take the Advanced Placement examination offered by the College Board.

ENGLISH 4 (BF) OF ENGLISH 4 THROUGH ESOL**Credit 1 10014000/10025200****12**

English 4 provides instruction in the critical analysis of representative examples from British literature, as they reflect changes in the language and the development of the literary traditions of the English language. Writing experiences are structured to provide practice in real-life writing situations likely to be encountered beyond secondary school, including technical, creative, and traditional academic modes. Opportunity is provided to extend speaking, researching, and listening skills. Content includes instruction in vocabulary strategies and reading necessary for comprehension of printed materials. Technology is incorporated into all aspects of the course.

ENGLISH 4: FLORIDA COLLEGE PREP**Credit 1.00 10014050****12**

English 4: Florida College Prep provides instruction in comprehending complex literary and informational texts independently and proficiently in preparation for introductory courses in college. The writing process will provide practice in real-life writing situations likely to be encountered beyond secondary school, including argumentative, expository, narrative, research, and traditional academic modes. Opportunity is provided to extend speaking and listening skills, with special attention to use of evidence and rhetoric. Technology is incorporated into all aspects of the course. This course provides a blended implementation of the Next Generation Sunshine State Standards and the Common Core State Standards as per state requirements.

ENGLISH 4 HONORS (H BF)**Credit 1 10014100****12**

English Honors 4 promotes excellence in English language arts through enriched experiences in communication skills and instruction in the literature of Great Britain. Instruction will cover the written and oral analysis of major British literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop students' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Students will also extend their speaking, researching, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (AP BF)

Credit 1 10014300 **12**

This course involves students in the study and practice of writing and in the study of literature. Students learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students acquire an understanding of the resources of the language and an understanding of the writer's craft through the study of poetry, drama, fiction and expository prose. Students develop critical standards for the analysis of any literary work and increase their sensitivity to literature as shared experience. Students are expected to take the College Board examination for Advanced Placement English Composition and Literature.

COMPOSITION I AND II (DUAL ENROLLMENT)

Credit 1.0 each ENC1101 and ENC1102

ENC1101 and ENC1102 are university parallel courses that require students to learn and practice writing by creating original compositions, exploring basic rhetorical forms such as narration, exposition, and argumentations. Students will also develop research skills and learn to incorporate research material through the writing process.

ENGLISH ELECTIVES

NOTE: The following Language Arts courses are available for ELECTIVE CREDIT ONLY:

DEBATE 1 OR 2 HONORS (LH)

Credit 1 1007330D **9-10**

Credit 1 1007340J **9-10**

(1) The purpose of this course is to provide instruction in the fundamentals of argumentation and problem solving. The content should include, but not be limited to, the following: logical thinking, organization of facts, speaking skills, research skills related to debate topics, and participation in frequent debate situations. Students seeking honors credit must compete in after-school and/or weekend tournaments. (2) The purpose of this course is to continue the development of skills related to debate and forensic activities. The content should include, but not be limited to, the following: the principles of effective communication for specific purposes as they apply to argumentation and debate skills, research skills, critical thinking skills, listening and speaking skills, formal written preparation of materials for competitive speaking activities. Students seeking honors credit must compete in after-school and/or weekend tournaments.

DEBATE 3 OR 4 HONORS (H)

Credit 1 1007350Q **10-12**

Credit 1 1007360W **10-12**

(3) The purpose of this course is to provide continuing instruction in the skills and techniques of debate. The content should include, but not be limited to, the following: selection of debate topics, elements of argumentation, the use of proof, preparation of debate briefs, cross-examination techniques, and practice in conventional cross-examination debates. (4) The purpose of this course is to provide opportunities for participation in advanced debate activities with increasing emphasis on the application of

skills in formal debates. The content should include, but not be limited to, the following: application of basic debate theory to class presentations, discussion, analysis, and brainstorming in case construction; cross-examination; attack and defense; and written and oral critiques.

JOURNALISM 1

Credit 1 1006300A **9-10**

The course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included. The required selling of ads is part of the business aspect of the curriculum.

JOURNALISM 2 NEWSPAPER

Credit 1 1006310A **10-12**

JOURNALISM 2 YEARBOOK

Credit 1 1006310D **10-12**

The content of this course includes, but is not limited to, the following: training necessary for successful news gathering for journalistic media, practice in gathering information, practice in writing news, sports, feature articles, and editorials, and exploration of career opportunities in journalistic fields through various media. Practice in the preparation of materials for publication in journalistic media should occur within a workshop setting. The required selling of ads is part of the business aspect of the curriculum.

JOURNALISM 3 NEWSPAPER

Credit 1 1006320A **11-12**

JOURNALISM 3 YEARBOOK

Credit 1 1006320D **11-12**

The purpose of this course is to provide intermediate instruction in journalistic writing and production skills. The content includes, but is not limited to, instruction and practice in applying all aspects of the writing process, organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, use of personnel, and task organization, and workshop experiences in producing various kinds of journalistic products. The required selling of ads is part of the business aspect of the curriculum.

JOURNALISM 4 NEWSPAPER (H)

Credit 1 1006330A **11-12**

JOURNALISM 4 YEARBOOK (H)

Credit 1 1006330F **11-12**

The purpose of this course is the same as Journalism 3 except that students seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. The required selling of ads is part of the business aspect of the curriculum.

JOURNALISM 5 NEWSPAPER (H)**Credit 1 1006331A** 11-12**JOURNALISM 5 YEARBOOK (H)****Credit 1 1006331F** 11-12

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.

CREATIVE WRITING 1/2**Credit 1** 10-12

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing. **Elective Credit**

AICE GLOBAL PERSPECTIVES**Credit 1** 10-12

PREREQUISITE: Teacher recommendation and successful completion of AICE General Paper, AICE English Language or AP English Language.

Through the study of global issues, students will explore divergent and controversial perspectives. Emphasis is on thinking and reasoning skills as well as public speaking and written communication skills. Students will develop skills in research and data analysis that will enable them to obtain information, evaluate the reliability and usefulness of the information, and construct their own argument.

AICE MEDIA STUDIES**Credit 1** 10-12

PREREQUISITE: Strong writing skills, Teacher recommendation from Honors, AICE or AP English instructor.

The Media Studies course aids students in developing a critical understanding of the media through close analysis of media including film, music, print, radio, and video games. Through the exploration of production processes students will learn to analyze how meaning is created through visual and auditory techniques. Students will also explore how the media impacts society through production and distribution methods. A final component of the course is production of media products that strive to illustrate understanding of visual and auditory techniques and aid in appreciation of the media and its role in daily lives.

MATHEMATICS

ALGEBRA 1/HONORS/ESOL (BF)**Credit 1 12003100/12003200/12003108** 9-10

Algebra 1 is a course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, perform set operations, use fundamental concepts of logic including Venn diagrams, describe the concept of a function, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions,

solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y- intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, factor polynomial expressions, perform operations with polynomials, simplify and solve algebraic ratios and proportions, simplify and perform operations with radical expressions, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations and inequalities in two and three variables.

FINANCIAL ALGEBRA (BF)**Credit 1 12003870** 10-12

This course is targeted for students who need additional instruction in content to prepare them for success in upper-level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Algebra, Geometry, Number and Quantity, and Statistics, and the Florida Standards for High School Modeling. The course also includes Financial Literacy Standards found in Social Studies. The financial literacy focus of this course provides a real-life framework to apply upper-level mathematics standards. In our consumer-based society, a mathematics course that addresses the results of financial decisions will result in more fiscally responsible citizens. This course will give students the opportunity to apply mathematics found in financial topics such as personal investments, retirement planning, credit card interest, and savings. Financial Algebra is designed for students who have completed Algebra 1 and Geometry. The course would be a bridge to upper-level mathematics such as Algebra 2 and Mathematics for College Readiness. Please note that the financial literacy standards in this course are repeated in the required Economics course for graduation with a standard high school diploma.

ALGEBRA 2 (BF)**Credit 1 12003300** 10-12

Algebra 2 is a course designed to continue the study of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course provides the necessary preparation for College Algebra. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, polynomial, exponential, and logarithmic, describe end behavior of polynomial functions, perform operations and compositions of functions, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, quadratic, polynomial, rational, radical, exponential and logarithmic equations.

ALGEBRA 2 HONORS (H BF)**Credit 1 12003400****10-12****Credit 1 12003401****9**

Algebra 2 Honors is a rigorous course designed to continue the study Algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course provides the necessary preparation for College Algebra. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series including partial sums, study of conic sections, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, piece-wise, polynomial, exponential, and logarithmic, describe end behavior of polynomial functions, identify discontinuities and asymptotes of rational functions, perform operations and compositions of functions, apply the Binomial Theorem, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, non-linear systems of equations, quadratic, polynomial, rational, radical, exponential and logarithmic equations.

GEOMETRY (BF)**Credit 1 12063100****11-12**

Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, properties and applications of polygons and circles, formulas pertaining to the measurement of plane and solid figures, coordinate geometry involving circles, apply transformations to polygons, applications of the inequality and Pythagorean Theorems, exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity, and right triangle trigonometry.

ADVANCED TOPICS IN MATH (BF)**Credit 1 1200330012983100****10-12**

Advanced Topics in Mathematics introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Additionally, students will be exposed to topics necessary for advanced mathematics such as conic sections, complex numbers, trigonometry, and probability. Throughout the course, students will learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

CALCULUS HONORS (H BF)**Credit 1 12023000****10-12**

Honors Calculus provides the student with a rigorous course in calculus with in-depth instruction in the basic concepts of calculus. The course is designed for those students not planning to take the Advanced Placement Examination in Calculus. Calculus brings together many of the concepts and procedures from algebra, geometry and trigonometry. The focus in the first half of the year will be on functions, limits and differential calculus with an emphasis on real world problems in the area of related rates, optimization and motion. The focus in the second

half of the year will be on integral calculus with applications that include finding areas enclosed by the graphs of functions, finding the volumes of shapes defined by functions and calculating quantities by integrating derivative functions.

ADVANCED PLACEMENT CALCULUS AB**(AP BF)****Credit 1 12023100****11-12**

AP Calculus AB is a course designed to offer students college level mathematics under the guidelines of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, and applications of the integral. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus AB. Download a complete course description from the College Board website.

ADVANCED PLACEMENT CALCULUS BC (AP BF)**Credit 1 12023200 (BC)****11-12**

Advanced Placement Calculus BC is a course designed to offer students college level mathematics under the guidance of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, applications of the integral, sequences of real numbers, convergence, and elementary differential equations. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus BC. Download a complete course description from the College Board website.

ADVANCED PLACEMENT STATISTICS (AP BF)**Credit 1 12103200****11-12**

AP Statistics is a course designed to give students college level mathematics under the guidance of the Advanced Placement Program. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- * Exploring Data: Describing patterns and departures from patterns
- * Sampling and Experimentation: Planning and conducting a study
- * Anticipating Patterns: Exploring random phenomena using probability and simulation
- * Statistical Inference: Estimating population parameters and testing hypotheses

The student enrolled in this course will be expected to take the Advanced Placement Examination in Statistics. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Download a complete course description from the College Board website.

MATH FOR COLLEGE READINESS**Credit 1 12007000****11-12**

Math for College Readiness is a secondary-postsecondary readiness mathematics course, which is equivalent to Intermediate Algebra, MAT 1033, approved for delivery as a high school mathematics course for 12th grade students. This course is a continuation of algebra containing topics such as factoring polynomials, operations with rational expressions, absolute value, exponents, radicals, and roots, complex numbers, linear and quadratic equations and linear inequalities, graphs, systems of equations, and functions, all with applications throughout the course. Problem solving involving real-life scenarios is an integral part of this course. This course will teach students to understand and communicate concepts of algebra in the language of mathematics, both orally and written. This

course enhances students' problem-solving skills and helps prepare the student for college-level mathematics and mathematics-based courses. Due to the nature of this course, calculators are NOT permitted. Upon successful completion of this course, students should be able to demonstrate knowledge of skills necessary to enter college level mathematics courses such as MAC 1105, STA 2023, MGF 1106 or MGF 1107 when they retake the CPT for college entrance.

MATHEMATICS ELECTIVE**AICE THINKING SKILLS (BF)****Credit 1****9-12****PREREQUISITE: A passing score on the FSA****ELA test and successful completion of Algebra 1 (level 4 or 5 on Algebra EOC).**

Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting, and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning.

NOTE: This is an elective credit only.

The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

SCIENCE**BIOLOGY 1 (BF)****Credit 1 20003100****10****Biology must be taken before any other high school science. This is a graduation requirement.**

Biology 1 will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, measurements, laboratory apparatus usage and safety, cell biology and cell reproduction, principles of genetics, biological change through time, classification, microbiology, structure and function of plants and animals, structure and function of the human body, and ecology.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

BIOLOGY 1 HONORS (A BF)**Credit 1 20003200****9-10****Biology must be taken before any other high school science. This is a graduation requirement**

Biology 1 Honors will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

ADVANCED PLACEMENT BIOLOGY (AP BF)**Credit 1 20003400****10-12**

Advanced Placement Biology will provide students with a college level course in biology and will prepare the student to seek credit and/or appropriate placement in college biology courses. Topics will include but not be limited to: molecular and cellular biology, organismal biology, and population biology. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

MARINE SCIENCE 1/ MARINE SCIENCE 1 HONORS (H BF)**Credit 1 20025000/20025100****11-12**

The purpose of this course is to provide an advanced overview of the unique characteristics of the marine environment by exploring the physical and biological characteristics of seawater. Topics will include the ocean's present and potential resources, marine biology interactions with technology and society, and interrelationships between man and the ocean environment. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

AICE MARINE SCIENCE (BF)**Credit 1** 9-12**PREREQUISITE: Successful completion of Biology.****In addition, successful completion of one of the following: AICE General Paper, AP English Language or AICE English language; and AICE instructor's approval.**

The Advanced International Certificate of Education (AICE) Marine Science concentrates on the scientific study of the sea and its ecosystems. Topics will include but not limited to the scientific method, marine ecosystems and biodiversity, energetics of marine ecosystems, nutrient cycles in marine ecosystems, coral reefs and lagoons, the ocean floor and the coast, and physical and chemical oceanography. This course will follow the Cambridge prescribed curriculum for AICE Marine Science. Laboratory activities that include the use of scientific method, measurement, laboratory apparatus and safety are an integral part of this course.

PHYSICAL SCIENCE (BF)**Credit 1 20033100** 10-11

Chemistry 1 will provide opportunities for students to study the composition, properties, and changes associated with matter. Topics will include but not be limited to: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

CHEMISTRY 1 (BF)**Credit 1 20033400** 10-11

Chemistry 1 will provide opportunities for students to study the composition, properties, and changes associated with matter. Topics will include but not be limited to: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

CHEMISTRY 1 HONORS (H BF)**Credit 1 20033500** 10-12

Chemistry 1 Honors will provide students with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

ENVIRONMENTAL SCIENCE/ESOL (BF)**Credit 1 10013400/20013408** 9 - 12

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy

flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

ADVANCED PLACEMENT CHEMISTRY (AP BF)**Credit 1 20033700** 11-12

With the ever-increasing need for innovators, problem finders, and designers of materials, pharmaceuticals, and even new fuels, comes the need for individuals skilled in the science practices and knowledgeable about chemistry. The AP chemistry course provides students with training for such knowledge and skills through guided inquiry labs, a focused curriculum on content relevant to today's problems, and an exam that assesses students' mental models of the particulate nature of matter instead of memorization of rules to understand chemistry.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (AP BF)**Credit 1 20033800** 11-12

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry, and geography. Depending on the department offering the course, different emphases are placed on various topics. Some courses are rigorous science courses that stress scientific principles and analysis and that often include a laboratory component; other courses emphasize the study of environmental issues from a sociological or political perspective rather than a scientific one. The AP Environmental Science course has been developed to be most like the former; as such, it is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fulfill a basic requirement for a laboratory science and thus free time for taking other courses

PHYSICS 1/PHYSICS 1 HONORS (BF)**Credit 1 20033800/20033900** 11-12

Physics 1 will provide opportunities to student for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

ANATOMY AND PHYSIOLOGY/ ANATOMY AND PHYSIOLOGY HONORS (H BF)

Credit 1 200035/2000360

11-12

Anatomy and Physiology Honors will provide students with advanced exploratory activities in the structure and function of the components of the human body. Topics will include, but not be limited to: anatomical terminology, cells and tissues, systems of the body, disease and inheritance.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of this course.

SOCIAL STUDIES

A. P. HUMAN GEOGRAPHY (AP BF)

Credit 1 21034000

9-12

Advanced Placement Human Geography, an elective, will emphasize the importance of geography as a field of inquiry and briefly discuss the emergence of academic geography in nineteenth-century Europe. The course introduces students to the importance of spatial organization - the location of places, people, and events, and the connections among places and landscapes - in the understanding of human life on Earth. Content will include, but not be limited to, how to use and make maps, application of mathematical formulas, models, and qualitative data to geographical concepts, and regional organization of various phenomena.

Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing.

VISIONS AND PURSUITS: AN AMERICAN TRADITION-U.S. HISTORY TO 1920 (H)

Credit 1 21038000/21004700

10

Visions And Their Pursuits Course Consists Of The Following Content Area Strands: World History, American History, Civics And Government, Geography, And Humanities. The Primary Content Emphasis For This Course Pertains To The Chronological Study Of The United States During The Period Of European Exploration Through World War 1 And The Collective Vision Of Historical Time Periods. Content Will Include, But Is Not Limited To, The Foundation And Early Development Of The United States As Organized By The Visions Of Those Who Participated In The Revolutions Leading To The Establishment And Early Success Of The United States, The Political, Social, Cultural, Intellectual, And Technological Revolutions Of The United States, The Structure And Function Of Political Divisions, The Organization Of The Federal Government As Outlined In The U.S. Constitution, The Impact Of Economic, Social, And Political Changes On Traditional American Values, Reactions To Changes, And Growth Of Sectionalism, The Failure Of Previous Visions, And The Emergence Of An Industrial, Urban And Pluralistic Society That Demands New Visions To Carry The Nation Forward.

WORLD HISTORY/ESOL (BF)

Credit 1 21093100/21093108

9-10

World History will provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military,

dynastic, scientific, and cultural events that have affected humanity. Specific content to be covered will include, but not be limited to, an understanding of geographic, historic and time-space relationships, a review of pre-history, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies. One credit of world history is required for graduation.

WORLD HISTORY HONORS (H BF)

Credit 1 21093200

9-10

World History Honors will provide students the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation. One credit of world history is required for graduation.

AICE INTERNATIONAL WORLD HISTORY (AICE BF)

Credit 1

10-12

PREREQUISITE: Successful completion of one of the following: AICE General Paper, AP English Language or AICE English language; and AICE instructor's approval.

THIS COURSE COUNTS AS A WORLD HISTORY GRADUATION CREDIT.

AICE World History consists of the following content area strands: World History, Geography and Humanities. This course is an in-depth study of the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in an extended research-based paper/project.

ADVANCED PLACEMENT WORLD HISTORY (AP BF)

Credit 1 21094200

10-12

The AP World History course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights six themes that allow the students, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity,

handle diverse interpretations through analysis of context, bias and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context and bias. These themes will cover 4 chronological periods from approximately 1000 AD to the present with careful preparation in terms of previous developments known as the Foundations segment.

The themes include:

- Impact of interaction among major societies
- The relationship of change and continuity
- Impact of technology and demography on people and environment
- Systems of social structure and gender structure
- Cultural and intellectual developments
- Changes in functions and structures of states and in attitudes toward states and political identities

U.S. HISTORY (BF)

Credit 1 21003100

11

American History Honors will provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. One credit of American history is required for graduation.

U.S. HISTORY HONORS (H BF)

Credit 1 21003200

11

American History Honors will provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. One credit of American history is required for graduation.

ADVANCED PLACEMENT U.S. HISTORY (AP BF)

Credit 1 21003300

11

Advanced Placement American History will provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Integral components of this course will include, but not be limited to, the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of a set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on American and world events, the detection of bias in making conclusions, and the

emergence of patterns in historical development. Reference will be made to the current advanced placement course description for American History published annually by the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam. One credit of American history is required for graduation.

AMERICAN GOVERNMENT/ECONOMICS (BF)

Credit 1 21063100/

12

American Government will provide students the opportunity to acquire an understanding of American government and political behavior. Content to be covered will include, but not be limited to, an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights), a comparison of the roles of the three branches of government at the local, state, and national levels, an understanding of the evolving role of political parties and interest groups in determining government policy, how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted, and the importance of civic participation in the democratic political process. One-half credit of American government is required for graduation.

AMERICAN GOVERNMENT/ECONOMICS HONORS (H BF)

Credit 1 21063200/21023450

12

Government-Students will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes. One-half credit of American government is required for graduation.

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

ADVANCED PLACEMENT AMERICAN GOVERNMENT & POLITICAL SCIENCE (AP BF)

Credit .5 21064200 12

This course will give students a critical perspective on politics and government in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to, an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. Course outline will adhere to guidelines of The College Board. Completion of this course may qualify student for college credit. Students enrolled must take the AP Exam. One-half credit of American government is required for graduation.

Advanced Placement Microeconomics gives students an opportunity to analyze the behavior of individual households, firms, and markets, and how prices and outputs are determined in those markets. Students will also analyze price mechanism, resource allocation and income distribution. Students will understand fundamental economic concepts, vocabulary, and statistical interpretation of economic data. Student will also gain an understanding of government's role in the capitalistic marketplace. Course outline will adhere to the College Board. Students may receive college credit after testing. This course qualifies for Florida Scholars Program. Students enrolled must take the AP exam.

SOCIAL STUDIES ELECTIVE COURSES

AFRICAN AMERICAN HISTORY/HONORS

Credit 121003400/21003360 11-12

The African American Studies course in the Howard County Public School System is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent, the course will provide a descriptive and corrective overview which will introduce the student to the study of the African and African American experiences.

ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS/COMPREHENSIVE LAW (AP BF)

Credit 121064300 11-12

Advanced Placement Comparative Government, an elective, will provide students the opportunity to acquire an understanding of the major political systems of the world and compare and contrast their operation with the American democratic system. Specific content to be covered will include, but not be limited to, an understanding of basic political science vocabulary, a comparison of major political ideologies (communism, fascism, socialism, and democracy) from a historical and ideological perspective, and the role and function of the government and the citizen in each system. **Does not meet the one-half credit in American**

Government required for graduation. May result in college credit. Students enrolled must take the AP exam.

In this course, students will learn that the American legal system is the foundation of American Society. They examine the components and processes associated with the American Legal system and are provided with a comprehensive examination of the civil and criminal justice systems.

AICE PSYCHOLOGY

Credit 121073600 (BF) 10-12

PREREQUISITE: AICE General Paper or AICE English Language (AS) (may be corequisite), AP English Language, or AICE Thinking Skills and Biology Honors. Teacher (AICE/AP English or AICE Thinking Skills) signature required

The AICE Psychology class aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology research is conducted, studied, and practiced. The class requires students to review 12 original research studies and offers an opportunity to look at the ways in which psychology has been applied. A wide variety of assessment techniques are used to allow students to show what they know, understand, and are able to do with the information they have learned. The class focuses on the development of psychological research skills as well as the learning of psychological knowledge. In this course, students learn by doing.

ADVANCED PLACEMENT PSYCHOLOGY (AP BF)

Credit 121073500 10-12

Advanced Placement Psychology, an elective, will provide students an opportunity to acquire a comprehensive understanding of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods that psychologists use in their science and practice. Content will include, but not be limited to, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing for intelligence and personality, abnormal psychology, treatment of disorders, and social psychology. Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing.

AICE PLACEMENT SOCIOLOGY (AICE BF)

Credit 1 10-12

PREREQUISITE: Successful completion of AICE General Paper, AICE English Language or AP English Language and teacher recommendation.

The aims of the Cambridge International AS Sociology syllabus are for students to develop a knowledge and understanding of sociological concepts, theories, methods, and research findings, as well as sociological principles, perspectives, and applications. It is an awareness of the range and limitations of sociological theory and research and the ability to compare and contrast different theoretical positions and an understanding of the

relationship between sociological findings and everyday life, including contemporary social, cultural and political issues. In this course, students will have an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life and an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research inquiry and the collection, analysis, and interpretation of data. Students will improve skills of communication, interpretation, analysis, and evaluation. The AICE is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

ADVANCED PLACEMENT EUROPEAN HISTORY (AP BF)

Credit 1 21093800 **11-12**

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

COMPREHENSIVE LAW STUDIES/HONORS

Credit 121063700/21063750 **9-12**

The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and 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 for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

PSYCHOLOGY 1

Credit 1 21073000 **10-12**

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

psychological therapies, stress/coping strategies, and mental health.

LATINOS IN ACTION/ LATINOS IN ACTION 2

Credit 124003002 **11-12**

Latinos in Action is a class that empowers students to be ready for college and future careers. During class, you will tutor elementary school students and become a role model for them. When not tutoring, you will be taught skills that will prepare you for college and to contribute to your community. This includes leadership and service learning. You will also participate in the annual LIA Youth Leadership Conference at local universities.

PERSONAL FINANCIAL LITERACY (H)

Credit 121023740 **11-12**

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

LEGAL SYSTEMS AND CONCEPTS

Credit 1 21063800 **9-12**

The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

WOMEN'S STUDIES

Credit: .50 2104340 **10-12**

(Paired with Mosaic Studies)

PREREQUISITE: None

The purpose of this course is to enable students to develop a basic understanding of women throughout history, of individual women who have shaped history and world today, and of contemporary issues that impact the lives of women today. The social studies disciplines included in this course are American and World history, economics, sociology and psychology.

WORLD LANGUAGES

MODERN WORLD LANGUAGE 1 & 2 (BF)

Credit 1 07013200 (French 1) 9-11

Credit 1 07013300 (French 2) 9-12

Credit 1 07083400 (Spanish 1) 9-11

Credit 1 07083500 (Spanish 2) 9-12

Modern World Languages 1 introduces students to the target language and its culture. The student will develop communicative skills and cross-cultural understanding. Beginning skills in listening and speaking with special attention to pronunciation are taught. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language, to an audience
- social interaction patterns within the target culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

Modern World Languages 2 reinforces the fundamental skills acquired by the students in Modern Foreign Language 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 Modern World Languages 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.

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

- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language, to an audience
- social interaction patterns within the target language culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

MODERN WORLD LANGUAGE 3 (H BF)

Credit 1 07083600(Spanish 3/French 3 07013400) 10-12

Modern World Languages 3 provides mastery and expansion of skills acquired by the students in Modern Foreign Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Students' acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language

- oral and written presentation of information and ideas, in the target language to an audience
- social interaction patterns within French culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

MODERN WORLD LANGUAGE 4 (H BF)

Credit 1 07083700 (Spanish 4) 10-12

Modern World Languages 4 expands the skills acquired by the students in Modern World Languages 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. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language to an audience
- social interaction patterns within target language culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

Modern World Languages 5 expands the skills acquired by students in Modern World Languages 4. Specific content to be covered includes, but is not limited to, developing communication skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Writing is enhanced through compositions using correct language structures. The content should include, but not be limited to the following:

- developing communication skills in the target language through the presentation of oral reports on literary and cultural topics, current events, and personal experiences
- readings, which should include newspaper and magazine articles, adaptations of short stories and plays, and a survey of target language literature
- composition writing using correct language structures

AICE FRENCH LANGUAGE (BF)

Credit 1 07013800 9-12

The AICE French Language class helps students gain the ability to communicate confidently and clearly in French, gain insight into the culture and the contemporary society of France, and apply skills which can be used in other areas of learning such as analysis and memory skills. Students in the class work to learn to speak in both formal and informal French and in conversational situations. The class will help students learn how to improve their use of French in a variety of situations, including how to read texts and other source materials, how to extract information, how to initiate conversations, and how to respond to questions both orally and in writing.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE (AP BF)

Credit 1 107013800 **11-12**

Advanced Placement Modern World Languages develops oral and written fluency in the language and prepares students to take the Advanced Placement test. Specific content includes, but is not limited to, content determined by the Advanced Placement Program guidelines.

AICE SPANISH LANGUAGE (BF)

Credit 1 107083500 **9-12**

Cambridge International in languages other than English aim to: develop the ability to understand a language from a variety of registers, enable students to communicate confidently and clearly in the target language, form a sound base of skills, language and attitudes required for further study, work and leisure, develop insights into the culture and civilization of the countries where the language is spoken, including the study of literary texts where appropriate encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilizations support intellectual and personal development by promoting learning and social skills.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (AP BF)

Credit 1 0708400 **11-12**

Advanced Placement Modern World Languages develops oral and written fluency in the language and prepares students to take the Advanced Placement test. Specific content includes, but is not limited to, content determined by the Advanced Placement Program guidelines.

PREREQUISITES: Modern World Languages 4 or mastery of Student Performance Standards corresponding to Modern Foreign Language 4 and teacher recommendation.

Special Note: Meets Florida Academic Scholars Program Requirements for World Languages. SUS/BF, NCAA

SPANISH FOR SPANISH SPEAKERS 1 (BF)

Credit 1 07093000 **10-11**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- analysis and use of different patterns of communication and social interaction appropriate to a given setting

- critical response, in Spanish, to a variety of literary forms
- use of a variety of strategies to construct meaning from informative, technical, and literary texts
- use of writing processes to communicate information, ideas, and concepts, in Spanish, to a variety of audiences

SPANISH FOR SPANISH SPEAKERS 2 (BF)

Credit 1 07093100 **9-12**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- analysis and use of different patterns of communication and social interaction appropriate to a given setting
- critical response, in Spanish, to a variety of literary forms
- use of a variety of strategies to construct meaning from informative, technical, and literary texts
- use of systematic strategies to develop Spanish vocabulary
- use of writing processes to communicate information, ideas, and concepts, in Spanish, to a variety of audiences

APPLIED INFORMATION TECHNOLOGY

FOUNDATIONS OF PROGRAMMING HONORS

Credit 1 90072100 **10-12**

The purpose of COMPUTER PROGRAMMING is to introduce the beginning level of programming. The content includes, but is not limited to, programming methodology, the design and modification of algorithms, data structures, applications development and the writing of computer programs in the selected language. Topics included will be subroutines, looping, branching, string functions, subscripted variables, matrices, string manipulations, sorting techniques and data files.

PREREQUISITE: Teacher recommendation and Algebra 1

Special Note: Satisfies computer literacy requirement.

DIGITAL INFORMATION TECHNOLOGY

Credit 1 8207310B **10-12**

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 proficient 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. Other areas of business including personal branding and social media will be covered.

DIGITAL DESIGN 1 AND 2

Credit 1 82095100/82095200

10-12

Students learn and apply fundamentals of various software applications (such as Illustrator and Photoshop), web design, image editing, drawing and graphic animation. Advertising and marketing projects coordinate technical skills with organization, management, communication, ethics and teamwork. Students will be given challenging real world projects and assignments typical of the graphic design industry. High quality work is expected, and students will be given opportunities to redo work until it meets standards specified during instruction. Classroom activities will include reading, research, projects, and problem solving. Students will often work in teams but will be expected to complete individual assignments in relation to the team's work. Assessment methods will include written exams, tests, and quizzes; oral and written research reports; reading assignments; and projects.

AEROSPACE TECHNOLOGY

AEROSPACE TECHNOLOGY 1 - 3

Credit 1 86005800/86006800/86007800

10-12

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of Aerospace Technologies, its effect upon our lives, and the choosing of an occupation. The content and activities will also include the study of safety and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

AEROSPACE ENGINEERING

Credit 1 86006200

10-12

This course provides students with the opportunity to apply what they have learned through a long-term project of their choosing. Students have the option of working independently or as part of a design team.

APPLIED ENGINEERING

Credit 1 84011100

10-12

The purpose of this program is to prepare students for employment or advanced training in the building construction industry.

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 Architecture & Construction 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 Architecture & Construction career cluster. The content includes but is not limited to developing skills in various construction trades, as well as providing a foundation in construction management

ENGINEERING PATHWAY

INTRO TO ENGINEERING

Credit 1 86005500

9-10

Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the art 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

CIVIL ENGINEERING

Credit 1 86005900

10-12

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (AP)

Credit 1 02003350)

11-12

The purpose of Advanced Placement Computer Science **A** is to treat the applications of computing within the context of programming methodology, algorithms, and data structure. The content includes, but is not limited to, emphasis on structured and logical design of computer programs and advanced topics such as controls, structures, and file manipulation.

The purpose of Advanced Placement Computer Science **AB** is to provide an extensive study of the applications of computing within the context of programming methodology, algorithms, and data structure. The content includes, but is not limited to, emphasis on structured and logical design of computer programs and advanced topics such as controls, structures, and file manipulation.

AGRIBUSINESS AND NATURAL RESOURCES

AGRI-SCIENCE FOUNDATIONS 1 HONORS (TP)

Credit 1 81068100 **9-11**
This course is the first of three in the Environmental Horticulture Cluster, developed as a core and is designed to develop competencies in the areas of agricultural history; global importance of agriculture; career opportunities; applied scientific and technological concepts; ecosystems; agricultural safety; principles; agricultural marketing; and human relations skills.

INTRODUCTORY HORTICULTURE 2 HONORS (TP)

Credit 1 8121510 **10-12**
This is the second of three courses in the Environmental Horticulture Cluster that must be taken sequentially, developed as a core. It is designed to develop competencies in the areas of career opportunities; global importance of agriculture; plant classification; propagation; growing media; nutritional needs; fertilization; irrigation; pest identification; pest control; pruning; plant installation; transplanting; safe hand-tool use; and employability skills.

HORTICULTURAL SCIENCE 3 HONORS (TP)

Credit 1 81215200 **10-12**
This is the third of three courses in the Environmental Horticulture Cluster, which must be taken sequentially, developed as a core. It is designed to develop competencies in the areas of industry regulations; plant classification; plant transportation; soil sampling and analysis; fertilizer calculations; record keeping; irrigation components, water quality; drainage; integrated pest management; pesticide safety and regulation; equipment calibration; chemical growth regulators; xeriscaping; integrated landscape management; safe use of power equipment; record keeping; and employability skills.

HORTICULTURAL SCIENCE & SERVICES 4

Credit 1.00 81216100 **10-12**
This is the first of three courses that must be scheduled for one, two, or three sequential periods. All three courses must be taken for program completion. This content includes, but is not limited to, instruction that prepares individuals to produce flowers, foliage, and related plant materials in fields and greenhouses for ornamental purposes, and to arrange, package, and market these materials. Subject matter also includes preparation of planting media, fertilization, mechanics, propagation, pruning, irrigation, disease and insect control, harvesting, marketing, maintenance and operation of equipment, as well as employability, communication and human relations skills. Complete program consists of Horticultural Science and Services 4, 5 & 6.

HORTICULTURAL SCIENCE & SERVICES 5

Credit 1.00 81216200 **11-12**
This is the first of three courses that must be scheduled for one, two, or three sequential periods. All three courses must be taken for program completion. This content includes, but is not limited to, instruction that prepares individuals to produce flowers, foliage, and related plant materials in fields and greenhouses for ornamental purposes, and to arrange, package, and market these materials. Subject matter also includes preparation of planting media, fertilization, mechanics, propagation, pruning, irrigation, disease and insect control, harvesting, marketing, maintenance and operation of equipment, as well as employability, communication and human relations skills. Complete program consists of Horticultural Science and Services 4, 5 & 6.

BUILDING AND CONSTRUCTION

BUILDING AND CONSTRUCTION 1-5

Credit: 1.00 87220100 through 87220500 **9-12**
The purpose of this program is to prepare students for employment or advanced training in the building construction industry.

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 Architecture & Construction 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 Architecture & Construction career cluster.

The content includes but is not limited to developing skills in various construction trades, as well as providing a foundation in construction management

BUSINESS AND ENTREPRENEURSHIP

BUSINESS ENTREPRENEURSHIP

Credit: 1.00 82151200 **9-12**
This course is designed for students to become proficient on the most popular word processing, spreadsheet and presentation applications used in college and the world of business today. Students will gain a strong basis for more advanced courses. All lessons incorporate components in Financial Literacy and Entrepreneurship. Each activity uses programs such as Word, Excel and PowerPoint.

ACCOUNTING APPLICATIONS

Credit: 1.00 82033100 **9-12**
Students will learn to keep financial records for a service or retail business. Principles covered include the bookkeeping cycle, debit/credit theory, financial statements, use of various journal and ledgers, worksheets, accounts receivable and payable, and

payroll systems. Computers will be used for simulation and projects.

MANAGEMENT HUMAN RESOURCES (H)

Credit: 1.00 83011100 **11-12**

This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed.

FAMILY AND CONSUMER SCIENCES

Note: Membership in FCCLA, National Student Organizations (formerly named FHA and HERO), is part of being a Family and Consumer Science Student. (TP) indicates a course leading to a Tech Prep area of study.

EARLY CHILDHOOD EDUCATION 1

Credit: 1.00 84051100 **9-12**

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities. Common Core State Standards are used to ensure the level of this CTE program coincides with what students need for future employment, including adaptive communications skills.

EARLY CHILDHOOD EDUCATION 2

EARLY CHILDHOOD EDUCATION 3

EARLY CHILDHOOD EDUCATION 4

DIRECTED INDIVIDUAL STUDY

Credit: 1.00 84051200/84051300/84051400/84001000 **10-12**

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities. Common Core State Standards are used to ensure the level of this CTE program coincides with what students need for future employment, including adaptive communications skills.

CULINARY SCIENCE 1

Credit: 1.00 88005100 **9-12**

Students will explore different fields of the culinary trade. Instruction and learning activities are provided in a food lab using hands on experiences. Activities provide instruction in the application of the principles of food preparation, food selection and storage

CULINARY SCIENCE 2 - 4

Credit: 1.00 88005200-88005400 **9-12**

This program provides students with the opportunity to learn about the restaurant and food service industry. The curriculum, ProStart, was created by the National Restaurant Association. Students learn basic food preparation. Students begin testing for industry recognized certification, such as Serve-Safe, and National Pro-start Certificate of Achievement. Students receive career-oriented instruction in both classic and modern culinary arts with an emphasis on the skills needed to succeed in the industry and postsecondary education. The curriculum includes, but is not limited to, front-of-the-house duties as well as back-of-the-house duties. Activities provide instruction in menu development management skills, and catering. Students participate in culinary competitions and acquire industry recognized certifications needed to succeed in the industry and postsecondary education.

HEALTH SERVICE

OCCUPATIONS

MEDICAL SKILLS AND SERVICES

Credit 1 8400320 **9-10**

This course provides students with practical competencies related to health decisions all individuals will make during their lifetime. Content includes common health skills, information related to disease prevention and maintenance of health, safety practices in carrying out medical instructions, adapting health principles to the home, legal aspects for the health consumer, and exploration of services provided by health professionals and community health agencies.

PREREQUISITE: NONE

HEALTH SCIENCE 1 HONORS (TP)

Credit 1 84171000 **10-11**

This course is part of a program composed of Health Science 1, Health Science 2 and Allied Health Assisting 3. Health Science 1 or Anatomy and Physiology are taken as a prerequisite to Health Science 2 and Allied Health Assisting 3. This course includes scientific concepts and Medical Terminology relating to health care based on structure and function of the body systems in health and disease.

PREREQUISITE: Instructor approval is recommended.

(TP) indicates a course leading to a Tech Prep area of study. This course can be taken concurrently with HS 2 if a student is in 11th grade.

HEALTH SCIENCE 2 HONORS (TP)

Credit 1 8417110 **11-12**

This course is part of a program consisting of Health Science 1, Health Science 2, and Allied Health Assisting 3. Following completion of Health Science 1 or Anatomy and Physiology, Health Science 2, and Allied Health Assisting 3 may be taken. This course provides the opportunity to explore the characteristics of workers in major health career clusters. Also included are communication skills, legal and ethical practice, safe work practices, leadership and employability skills. Classroom laboratory and off campus field trip experiences are correlated

with theory. The students receive certification in Health Provider CPR, Bloodborne pathogens, and tuberculosis.

ALLIED HEALTH ASSISTING 3 HONORS

Credit 1.00 84171310 11-12
Paired with Health & Wellness 3

This honors course is part of a program consisting of Health Science 1, Health Science 2, and Allied Health Assisting 3. Following completion of Health Science 1 or Anatomy and Physiology Honors, Health Science 2, Allied Health Assisting 3 may be taken. This course includes common skills performed by Health Care workers in hospitals, nursing homes and other health care agencies. Off campus clinical learning experiences are integrated into the program. Students are expected to read and write with competency within this CTE program by teachers providing these experiences with rigor Common Core State Standards are used to ensure the level of this CTE program coincides with what students need for future employment, including adaptive communications skills.

INSTRUMENTAL MUSIC

Several of these courses generally require extra rehearsals and performances beyond the school day.

BAND

- Credit 1 13023000 (1) 9-12**
- Credit 1 13023100 (2) 10-12**
- Credit 1 13023200 (3) 10-12**
- Credit 1 13023300 (4) 11-12**
- Credit 1 13023400 (5) 11-12**
- Credit 1 13023401 (5 Honors) 11-12**

All band period are 2 periods long.

Band provides students with instruction in the development of technical skills on wind and percussion instruments. Emphasis will be placed on the development of skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, and critical listening skills and aesthetic values. The content should include, but not be limited to, the following: production of a characteristic tone on wind and percussion instruments; ensemble performance techniques, including phrasing, articulation, blend, balance, and intonation; response to conducting; performance of band literature from varied historical periods and cultures; composition, arrangement, and improvisation techniques; evaluation and application of knowledge of musical form and history; analysis and evaluation as a performer and a listener; responsible participation in music activities; importance of music in everyday life. Content must cover all Sunshine State Standards.

INSTRUMENTAL ENSEMBLE 1 - 4

Credit 1 13024600/13024700/13024800/13024900 9-12
Instrumental Techniques and Ensemble provides students with instruction on selected instruments in an individualized or ensemble setting. Performance techniques, proficiency, and the development of music fundamentals are the major focuses of this course. Formulation of critical evaluations and aesthetic values should be emphasized. The content should include, but not be limited to, the following: interpretation of melodic and rhythmic notation in a variety of styles, key signatures, and meter, using appropriate performance technique; composition, arrangement, and improvisation techniques; performance of music of various

cultures; analysis and evaluation as a listener and performer; responsible participation in music activities; importance of music in everyday life.

JAZZ ENSEMBLE 1 AND 4

Credit 1 13025000/13025300 9-12

Students will become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

KEYBOARD 1

Credit 1 13025000/13025300 9-12

Keyboard enables students to develop keyboard performance proficiency. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and, improvisation and composition techniques. The content should include, but not be limited to, the following: interpretation of melodic and rhythmic notation in a variety of key signatures and meters; use of proper posture, hand position, fingering, and technique performance of a variety of keyboard literature using appropriate articulations, dynamics, phrasing, tempo, and style; composition, arrangement, and improvisation techniques; music theory and notation; analysis and evaluation of individual and ensemble performance; connections between keyboard music and other subject areas; roles and influence of keyboard music and pianists in history, culture, society, and everyday life.

MUSIC TECHNOLOGY AND SOUND

ENGINEERING

Credit 1 13043000 9-12

This is an introductory course designed to explore the fundamentals of producing musical productions. This course deals with cutting edge technology as well as a working knowledge of industry standard equipment. Topics include live sound production, multiple techniques of musical productions. Additional topics included: appropriate use and recording techniques of various sound equipment as well as lighting designs. Other content will include, but not be limited to, the following: scenery construction, costuming, make-up, lighting, sound, set de- sign, maintaining the auditorium.

MUSIC THEORY

Credit 1 13025000/13025300 9-12

Students study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

EURYTHMICS 1 THROUGH 3

Credit 1 13053000/13023100/13023200 9-12

Instrumental Techniques and Ensemble provides students with instruction on selected instruments in an individualized or ensemble setting. Performance techniques, proficiency, and the development of music fundamentals are the major focuses of this course. Formulation of critical evaluations and aesthetic values should be emphasized. The content should include, but not be limited to, the following: interpretation of melodic and rhythmic notation in a variety of styles, key signatures, and meter, using appropriate performance technique; composition, arrangement, and improvisation techniques; performance of music of various cultures; analysis and evaluation as a listener and performer; responsible participation in music activities; importance of music in everyday life.

CHORAL MUSIC

CHORUS

WOMEN'S CHORUS

MEN'S CHORUS

INTERMEDIATE CHORUS

Credit 1 13053000/13023100/13023200 9-12

These classes are designed for students interested in a choral performing group. It promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

PHYSICAL EDUCATION

Note: Students may not enroll in more than one physical education course within a school year. Duplication of courses will result in loss of credit.

HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (HOPE)

Credit 1 30260100 9-12

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content includes, but is not limited to application of fitness and health concepts, risk and benefits of varying fitness levels, development of an individual wellness plan, completion of a behavior change project, analysis of skill related fitness, mental and emotional health, including depression and suicide, and tobacco, alcohol, and other drug use and abuse – risk protective factors.

BASKETBALL

Credit 1 15033100 10-12

Basketball provides students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain and/or maintain their personal fitness. The content includes in depth knowledge and application of skills, techniques, strategies of team play, rules, and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball activities.

WEIGHT TRAINING 1

Credit 1 15013400 10-12

Beginning Weight Training provides students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image.

WEIGHT TRAINING 2

Credit 1 15013500 11-12

Intermediate Weight Training provides students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve strength and endurance, and further enhance body image.

ADVANCED WEIGHT TRAINING 3

Credit 1 1501360A Athletes only 10-12

Advanced Weight Training provides students with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image.

TEAM SPORTS 1 AND 2

Credit 1 15033500/15033600 10-12

Team Sports 1 provides students with opportunities to acquire knowledge of strategies of team sport play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content includes knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports which may include, but not be limited to, basketball, flag football, flickerball, gatorball, soccer, softball, speedball, track and field, and volleyball.

PREREQUISITE: None

CARE AND PREVENTION OF ATHLETES

Credit 1 15024900 11-12

Athletic Training: The care and prevention of athletic injuries in sports. Anatomy and taping skills.

SPECIAL PROGRAMS

LEADERSHIP SKILLS DEVELOPMENT

Credit 1 24003000 10-12

This course teaches 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.

Content endeavors to teach processes of self-understanding and development in areas of goal setting, self-actualization and assertiveness and the study of organizational theories and management.

PEER COUNSELING

Credit 1 14003000 -12

This course teaches 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. Content endeavors to teach processes of self-understanding and development in areas of goal setting, self-actualization and assertiveness and the study of organizational theories and management.

PATHWAYS TO ENGINEERING

PRINCIPLES OF ENGINEERING LEVEL 2

Credit: 1 86005200 10-11

This is the second of four courses that must be taken sequentially to complete the program. This course helps students understand the field of engineering/engineering technology. 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. The complete program consists of Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing and Engineering Design and Development.

ENGINEERING DESIGN & DEVELOPMENT

Credit: 1 86006500 Level4 12

This is the last of four courses that must be taken sequentially to complete the program. This course helps students understand the field of engineering/engineering technology. 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. The complete program consists of Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing and Engineering Design and Development.

THEATER ARTS

Several of these courses generally require extra rehearsals and performances beyond the school day.

INTRODUCTION TO DRAMA

Credit: 1.00 04003000 9-12

The purpose of this course is to provide a broad overview of the study and practice of dramatic arts. The content should include, but not be limited to, the following: background information on the history, traditions, literature, and operations of theatre; opportunities for beginning experiences in acting; and other aspects of theatre activities.

MUSICAL THEATRE 1 AND 2

Credit: 1.00 04007000 9-12

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.

ACTING 1 THROUGH 3

Credit: 1.00 04003700 through 04003900 9-12

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 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.

THEATRE 1 - 4

Credit: 1.00 04003100 - 04003400 9-12

The purpose of this course is to introduce students to the study and practice of acting. The content should include, but not be limited to, the following: techniques of acting, terminology, movement, vocal production, and characterization.

PREREQUISITE: None.

VISUAL ARTS

2D STUDIO ART 1

Credit 1 01013000 9-12

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques. The content should include, but not be

limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.

2D STUDIO ART 2

Credit 1 01013100 **10-12**

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Each student artist sketches, manipulates, and refines the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

CERAMICS 1 AND 2

Credit 1 01023000 **10-12**

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.

SCULPTURE

Credit 1 01113100 **10-12**

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.

VISUAL TECHNOLOGY

Credit 1 01074400 **10-12**

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.

PORTFOLIO 1 AND 2

Credit 1 01093100/01093200 **10-12**

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.

CREATIVE PHOTOGRAPHY 1 THROUGH 3

Credit 1 01083100 through 01083300 **10-12**

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. 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.

ART HISTORY AND CRITICISM

Credit 1 01003300 **10-12**

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.

ADVANCED PLACEMENT ART HISTORY (AP)

Credit 1 01003000 **9-12**

The AP Art History course is equivalent to a two-semester college survey course exploring the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, students develop in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

ADVANCED PLACEMENT ART 2-D: DESIGN PORTFOLIO (AP)

Credit 1 01093500 **11-12**

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wished to seek AP credit through submitting a Portfolio of work for consideration by the College Board. The content should include, but not be limited to the following: advanced study of the elements of design (line, shape, illusion of space, illusion of motion, pattern, texture, value, and color), advanced study of the principles of design including unity/variety, balance, emphasis, rhythm, and proportion/scale development of proficiency in a variety of 2-D forms including but not limited to graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking, advanced study of approaches to representation, abstraction, and expression development of rationale and criteria for inclusion of works of art in an Advanced Placement Portfolio.

DIGITAL DESIGN

DIGITAL ART IMAGING 1-3

Credit: 1.0 01083700/01083800/01083900 9-12

This course develops basic entry-level skills required for digital design careers. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. Students will complete activities with software commonly used in the digital publishing industry such as Adobe PageMaker, QuarkXPress, Adobe Photoshop, and Adobe Illustrator.

Common Core State Standards are used to ensure the level of this CTE program coincides with what students need for future employment, including adaptive communications skills. Students demonstrate deep conceptual understanding of core math concepts by solving short conceptual problems and applying math in new circumstances. Students are expected to apply appropriate math concepts while solving “real world” challenges. This CTE program provides opportunities for students to apply these math concepts in a variety of situations.

AICE DIGITAL MEDIA AND DESIGN 1

Credit: 1.0 01084100 9-12

This course is for learners who want to explore a range of processes and techniques in digital media. The subject content is grouped into three broad areas of study: digital photography, moving image through film and animation, and mobile and multimedia applications including games design. Cambridge International Digital Media & Design helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design and the factors and contexts that influence it. Learners will: develop creative processes and the ability to critically evaluate their work to continually review and refine ideas, learn how to combine innovative approaches and techniques to solve problems creatively, expand their knowledge of digital media by exploring different designers, processes, and concepts.

U.S. ARMY J.R.O.T.C

The JROTC program is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Our focus is reflected in our mission statement, "To motivate young people to be better citizens."

LEADERSHIP, EDUCATION & TRAINING 1

Credit 1 18013000 9-11

This specific course, Leadership Education and Training 1, is structured to enable students to define and address the above mission. The course includes development of basic leadership skills to include leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course. Emphasis is placed on writing skills, reading skills, and oral communication techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles, and awareness of substance abuse and prevention are included. Basic first aid measures are additional content areas. An overview of the globe and geography along with basic map reading skills are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens, and the federal justice system.

LEADERSHIP, EDUCATION & TRAINING 2

Credit 1 18013100 10-11

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concept of equal opportunity and fair treatment of minorities and prevention of sexual harassment. It provides instruction on leadership skills and practical time to exercise leadership theories as well as the basic principles of management. 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, physical fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

LEADERSHIP, EDUCATION & TRAINING 3

Credit 1 18013200 11-12

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 it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as

preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Physical fitness is emphasized. This course includes studies in the federal judicial system and how historical events have shaped social systems.

LEADERSHIP, EDUCATION & TRAINING 4

Credit 1 18013300 12

The purpose of this course is to enable students to expand on the 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 discussed.

JROTC HONORS PROGRAM

Students in JROTC who have demonstrated outstanding academic capabilities and leadership development after their first full year, will have the opportunity to receive honors credit. A one-hour honors elective course credit worth 5 quality points will be available for grade levels 10, 11 and 12. It will be available for cadet leaders who meet enrollment criteria and are directly responsible for 5 to 10 junior cadets or cadets who normally have additional duties that directly affect the overall program. Additional topics in the honors course include subordinate counseling techniques, effective listening, classroom instruction principals and methods, extemporaneous speaking, service learning projects, and developing and presenting lesson plans.

Teacher Recommendation assigned once courses begin.

PROGRAM ELECTIVES

LEARNING STRATEGIES

Credit 1 79630800 9-12

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in learning

strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content. Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP

DEVELOPMENTAL LANGUAGE

CREDIT 1 10023800 9-12

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

DUAL ENROLLMENT

STRATEGIES FOR COLLEGE

Credit 1 SLS1510D 11-12

This specific course, Leadership Education and Training 1, is structured to enable students to define and address the above mission. The course includes development of basic leadership skills to include leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course. Emphasis is placed on writing skills, reading skills, and oral communication techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles, and awareness of substance abuse and prevention are included. Basic first aid measures are additional content areas. An overview of the globe and geography along with basic map reading skills are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens, and the federal justice system.

INTRODUCTION TO BUSINESS MANAGEMENT

Credit 1 MAN2021D 9-11

This specific course, Leadership Education and Training 1, is structured to enable students to define and address the above awareness of substance abuse and prevention are included. Basic first aid measures are additional content areas. An overview of the

globe and geography along with basic map reading skills are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens, and the federal justice system.