South Broward High School

Curriculum Guide 2025-2026

The School Board of Broward County, Florida

Debra Hixon, *Chair*
Sarah Leonardi, *Vice Chair*

Lori Alhadeff
Maura McCarthy Bulman
Brenda Fam, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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

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

www.browardschools.com

All information in this catalog is current as of July 2025 and is subject to change.

Principal's Message

Greetings Students and Parents!

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

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

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

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

Sincerely,

Alexander Francois

Alexander Francois
Principal, South Broward High School

All information in this catalog is current as of July 2025 and is subject to change.

Table of Contents

Leadership Team…….. 5

Middle School Promotion and High School Transition…… 6

High School Courses in Middle School…….. 6-7

High School Graduation Requirements and Diploma Options…….. 7-13

Grading and Promotion…… 14-15

General Academic Information…….. 16-20

Credit Acceleration and Recovery…….. 20

Post-Secondary Planning…….. 21-28

Additional Resources & Programs…… 29

Course Descriptions…….. 30-57

All information in this catalog is current as of July 2025 and is subject to change.

Leadership Team, 2025-2026

Administration

Principal	Alexander Francois
Assistant Principal, 9th Grade	Kaila Bergeron
Assistant Principal, 10th Grade	Tim Winburn
Assistant Principal, 11th Grade	Therese Hollis
Assistant Principal, 12th Grade	Darryl Baker
Assistant Principal, Curriculum	Jonell Williams
Behavior Specialist	James Brown
Behavior Specialist	Nathan Eldred-Banks

School Counseling Department

School Counseling Director, Grade 10	Berta Hernandez-Berkowitz
School Counselor, Grade 9	Megan Chesney
School Counselor, Grade 11	Veronica Montes
School Counselor, Grade 12	Karen Cirone
BRACE/College & Career Advisor	Tywana Greene

Department Chairpersons

Career Technical Education (CTE)	Rikki Francois
English	Latasha Clarke-Marcelin, Jahne King
Exceptional Student Education (ESE)	Olga Franklin-Anicet
Fine Arts	Jennifer Shapiro
Mathematics	Alfredo Morales
Physical Education	Ana Onet
Reading	Adriana Quinonez
Science	Sanda Lalicic, Susana Leon
Social Studies	Ryan Perez Rodrigues
World Language	Raymonde Jean-Baptiste

Support Staff

Athletic Director	Lee Bray
Cambridge Coordinator	Sanda Lalicic
ESE Specialist	Olga Franklin-Anicet
ESOL Contact/Literacy Coach	Adriana Quinonez
Family Counselor	Chantal Straugh
Magnet Coordinator, CTE	Rikki Francois
Magnet Coordinator, Marine	Kylie Cerra
RTI/MTSS Coordinator	Olga Franklin-Anicet, Horace Hall
School Psychologist	Mary Feinstein
Social Worker	Horace Hall
Testing Coordinator	Tamekia Pinkston

All information in this catalog is current as of July 2025 and is subject to change.

MIDDLE SCHOOL PROMOTION REQUIREMENTS

Promotion to Grade 9

For promotion to Grade 9, students must successfully complete:

- 3 courses in Language Arts
- 3 courses in Mathematics
- 3 courses in Science
- 3 courses in Social Studies, which must include a course in Civics
- Career Planning

Course Recovery

Students who do not pass a core course will have the opportunity for "recovery." Recovery programs differ at each school. See your middle school counselor for the recovery options available at your school.

MIDDLE SCHOOL STUDENTS HEADING TO HIGH SCHOOL

It is very important for middle school students to begin planning and preparing for their high school coursework in order to eventually meet their personal post-secondary goals. Recent legislation has redesigned the high school graduation requirements for each cohort over the next several years. The course and assessment requirements will change every year. Therefore, it is imperative that middle school students know and understand their expected graduation requirements for the year in which they first enter 9th grade.

End-of-Course (EOC) exams are for specific high school courses. The EOCs are given to students in the following high school level courses:

- Algebra 1, Algebra 1 Honors, Algebra 1B, Pre-AP Algebra, Pre-AICE Math 1, IB Middle Years Program Algebra 1
- Geometry, Geometry Honors, IB Middle Years Program Geometry, Pre AICE Math 2
- Biology, Biology Honors, Pre-AICE Biology, Pre- AP Biology, IB Middle Years Program Biology, Biology 1 Pre IB
- US History, US History Honors, Visions & Countervisions

All students enrolled in these courses will be required to take the EOC. The results of the EOC will count for 30% of the student's final course grade.

HIGH SCHOOL COURSES IN MIDDLE SCHOOL

High school courses taken by middle school students are calculated into the student's unweighted and weighted (local) GPA. 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 competitions in college. Students become eligible to play sports in college by earning specific credits, GPA, and test scores.

All information in this catalog is current as of July 2025 and is subject to change.

MIDDLE SCHOOL GEM PROGRAM (Great Explorations in Math)

The GEM Program is designed to allow students to move faster than they would in a regular program. GEM students need to analyze non-routine problems and dig beneath the surface in order to see the beauty, elegance, and application of the mathematics being learned.

The GEM Program condenses the regular three-year middle school mathematics program into 6th grade.

Students in 7th grade take Algebra I Honors, a mathematics "gatekeeper course"; one has to go through it to reach the possibilities beyond. Algebra is the problem-solving language of mathematics and science. It is an abstract language that uses letters to generalize mathematical operations. The purpose of the GEM Algebra curriculum is not merely to create computationally efficient students, but to offer a learning environment where students are challenged and engaged in complex mathematics problems that can be directly applied to real-world settings. In a technologically fueled society, not knowing algebra limits what one can do in life. Students in GEM-7 (Algebra I Honors) will be required to take a state end-of-course exam (EOC). The student's score on the Algebra I EOC will be included as 30% of the final Algebra I Honors course grade. Passing the Algebra I EOC is also a high school graduation requirement.

Students in 8th grade take Geometry Honors, a mathematics course that is the study of visual patterns. The textbook that the students use is unique in that the students create geometry for themselves as they proceed through the activities and problems. Concepts are first introduced visually, then analytically, then inductively, and finally deductively. Students are first involved in investigating and conjecturing before they are exposed to formal proofs. The purpose of the GEM geometry curriculum is not merely to create computationally efficient students, but to offer a learning environment where students are challenged and engaged in complex mathematics problems that can be directly applied to real-world settings. Students in GEM-8 (Geometry Honors) will be required to take a State Geometry EOC. The score on the Geometry EOC will be included as 30% of the final Geometry Honors course grade.

HIGH SCHOOL 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
- Career and Technical Education Pathway
- Complete AICE Curriculum
- Complete IB Curriculum

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 may have 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.

International Baccalaureate (IB) Curriculum

Please refer to the IB Organization website for the most current diploma requirements for this graduation option.

All information in this catalog is current as of July 2025 and is subject to change.

Advanced International Certificate of Education (AICE) Curriculum

Please refer to the AICE Organization website for the most current diploma requirements for this graduation option.

Diploma Designations

Each standard high school diploma shall include, as applicable:

- A designation reflecting the Scholar Diploma
- A designation reflecting the Industry Scholar Diploma
- Florida Gold or Silver Seal of Biliteracy

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.

All information in this catalog is current as of July 2025 and is subject to change.

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 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 can choose to graduate in three years. Students who choose this option are not required to graduate early and may elect to stay in school for a fourth year. However, once a student chooses to graduate and earns a diploma, they cannot remain in school for an additional year. Students will lose a year of potential athletic eligibility by opting for the three-year program.
- High school credits awarded before grade nine shall be counted toward the required credits for all graduation programs.
- 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. Students are ranked within their cohort.
- The student and student's parent(s) should meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option.

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.

All information in this catalog is current as of July 2025 and is subject to change.

Graduation Requirements Charts

The following charts display the requirements for each type of diploma and cohort. This information is current as of October 2023 and may be subject to change dependent upon new legislation.

STANDARD DIPLOMA 24-CREDIT

(Students Entering Grade 9 in the 2021-2022 School Year and Beyond)

English	**4.0 Credits**	
Mathematics	**1.0 Credit**	Algebra 1
	1.0 Credit	Geometry
	2.0 Credits	Additional Math
Science	**1.0 Credit**	Biology
	2.0 Credits	Additional Science identified as Equally Rigorous
Social Studies	**1.0 Credit**	World History
	1.0 Credit	U.S. History
	0.5 Credit	U.S. Government and Take the Civics Literacy Exam
	0.5 Credit	Economics
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 or Performing Arts, Speech, Debate, or Career/Technical	**1.0 Credit**	Fine or Performing Arts, Speech, Debate, or Career/Technical
Physical Education	**Option 1:**	**1.0 Credit** Physical Education to include integration of Health (HOPE)
	Option 2:	**0.5 Credit** Personal Fitness; and **0.5 Credit** PE Elective (may be satisfied thru Marching Band or Dance)
	Option 3:	Complete 2 full years of JROTC
	Option 4:	Complete 2 full seasons of a Junior Varsity or Varsity Sport
	Option 5:	Choose the ACCEL 18-Credit Option
Personal Financial Literacy	**0.5 Credit**	Personal Financial Literacy
Electives	**7.5 Credits**	
TOTAL	**24.0 Credits**	
State Assessments	Passing score on the **Grade 10 English/Language Arts (ELA)** statewide, standardized assessment or concordant score.	
	Passing score on the **Algebra 1 EOC** or concordant score.	
Grade Point Average	Cumulative, unweighted GPA of 2.0 on a 4.0 scale	
Service Hours	**Option 1:**	40 hours
	Option 2:	Choose the ACCEL 18-Credit Option

All information in this catalog is current as of July 2025 and is subject to change.

ACCEL OPTION 18-CREDIT

(Students Entering Grade 9 in the 2021-2022 School Year and Beyond)

English	**4.0 Credits**	
Mathematics	**1.0 Credit**	Algebra 1
	1.0 Credit	Geometry
	2.0 Credits	Additional Math
Science	**1.0 Credit**	Biology
	2.0 Credits	Additional Science identified as Equally Rigorous
Social Studies	**1.0 Credit**	World History
	1.0 Credit	U.S. History
	0.5 Credit	U.S. Government and Take the Civics Literacy Exam
	0.5 Credit	Economics
Fine or Performing Arts, Speech, Debate, or Career/Technical	**1.0 Credit**	Fine or Performing Arts, Speech, Debate, Career /Technical
Personal Financial Literacy	**0.5 Credit**	Personal 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.	
Electives	**2.5 Credits**	
TOTAL	**18.0 Credits**	
State Assessments	Passing score on the **Grade 10 English/Language Arts (ELA)** statewide, standardized assessment or concordant score.	
	Passing score on the **Algebra 1 EOC** or concordant score.	
Grade Point Average	Cumulative, unweighted GPA of 2.0 on a 4.0 scale	

All information in this catalog is current as of July 2025 and is subject to change.

Career And Technical Education Graduation Pathway Option

(Students Entering Grade 9 in the 2019-2020 School Year and Beyond)

English	**4.0 Credits**	
Mathematics	**1.0 Credit**	Algebra 1
	1.0 Credit	Geometry
	2.0 Credits	Additional Math
Science	**1.0 Credit**	Biology
	2.0 Credits	Additional Science identified as Equally Rigorous
Social Studies	**1.0 Credit**	World History
	1.0 Credit	U.S. History
	0.5 Credit	U.S. Government and Take the Civics Literacy Exam
	0.5 Credit	Economics
Career and Technical Education	**2.0 Credits**	Complete two credits in career and technical education. The courses must result in a program completion and an industry certification.
Electives	**1.5 Credits**	Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.
Personal Financial Literacy	**0.5 Credit**	Personal Financial Literacy (This .50 credit is required ONLY for students who entered 9th grade in the 2021-22 school year and beyond)
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.	
Total	**18.0 Credits**	
State Assessments	Passing score on the **Grade 10 English/Language Arts (ELA)** statewide, standardized assessment or concordant score.	
	Passing score on the **Algebra 1 EOC** or concordant score.	
Grade Point Average	Cumulative, unweighted GPA of 2.0 on a 4.0 scale	

All information in this catalog is current as of July 2025 and is subject to change.

DIPLOMA DESIGNATIONS

Available for all Diploma Options

Scholar Designation	In addition to meeting the standard high school diploma requirements:	
	1.0 Credit	Algebra II
	1.0 Credit	Statistics or Equally Rigorous math
	1.0 Credit	Chemistry or Physics and another Equally Rigorous science
	2.0 Credits	Same World Language
	1.0 Credit	AP, IB, AICE or a Dual Enrollment course
	Pass the Geometry EOC Exam	
	Pass the Biology EOC or a minimum score to earn college credit on AP, IB or AICE exam	
	Pass the US History EOC a minimum score to earn college credit on AP, IB or AICE exam	
Industry Scholar Designation	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established	

All information in this catalog is current as of July 2025 and is subject to change.

GRADING AND PROMOTION

Grading

The grading system used will be as follows:

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

Please note: Letter grades displaying plus signs (+) shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank in high school. 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 High School 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 or Local Honors	+1
Foreign Language above second year	+1
All college level Dual Enrollment	+2
Pre-AICE or Pre-IB or Pre-AP	+1
AP, IB, or AICE	+2
AP, IB, or AICE without the exam	+1

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

All information in this catalog is current as of July 2025 and is subject to change.

High School Grade Forgiveness Policy:
A forgiveness policy for required core courses shall be limited to replacing a grade of a D/D+ or an F with a grade of C 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 a D/D+ or an F with a grade of C 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 a C/C+ or D/D+ or an F must allow the replacement of the grade with a grade of C 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.

All information in this catalog is current as of July 2025 and is subject to change.

GENERAL INFORMATION

Advanced Placement Program

The Advanced Placement Program consists of 39 college level courses and exams 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. Earning 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

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 help in determining the appropriate placement of ESE students.

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 using ESOL instructional strategies. The School Counseling Department and ELL contact personnel will help in determining the appropriate placement, testing, and language assessment of ELLs.

All information in this catalog is current as of July 2025 and is subject to change.

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.

Innovative Programs

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

South Broward High School's Cambridge AICE Program

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

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

Magnet Programs

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

The magnet curriculum at South Broward H.S. includes Integrated Career and Academic Networks (iCAN) and Marine Biology/Marine Service.

All information in this catalog is current as of July 2025 and is subject to change.

South Broward High School's Marine Magnet program

Marine Biology
Students will learn about the marine habitats, the animals that live in them, and how humans impact the habitats. Students can qualify to earn **Cambridge credits** in this program.

Outboard Marine
Students learn entry level skills for the outboard marine service industry. Hands-on training, combined with laboratory and classroom experiences, provides students with a complex understanding of the boat engines
and how to repair them. Students can earn **industry certifications** through Yamaha Motor University.

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

Offering students opportunities to participate in project-based and blended learning, develop workplace and technology skills, and engage in mentoring by a network of advisors from business industries and post-secondary institutions. Academies at South Broward include:

Academy of Arts and Entertainment
Students will be able to earn college credits by advancing through to AP and AICE courses in Drawing, 2D Art and Design, and 3D Design and Sculpture. We also offer Band, Drama, and Film & Media classes infusing real-world, accelerated learning to produce quality media projects for the public.

Academy of Health and Exercise Science
Students can earn industry certifications in CPR, Health Care Administration, and Care and Prevention of Athletic Injuries. Students are eligible to participate in internships for on-the-job training.

Academy of Business and Entrepreneurship
Students will take their passions and ideas to the next step learning to develop and manage their own business including marketing and entrepreneurship, and culinary! Students can certify in Entrepreneurship and Small Business, Project Management, and ServSafe.

Academy of Engineering and Computer Education
Students engage in a hands-on, immersive course of study in engineering, computer science and programming and small engine repair and maintenance. Industry Certifications can be earned in Fusion 360, Revit, AutoInventor, AutoCAD and Yamaha Marine Engine Maintenance.

Academy of Education
Students learn while teaching in the Little Broward Learning Lab to receive their Child Development Associate Certification.

Academy of Government and Public Administration
Students will learn relevant technical knowledge and skills needed to prepare for further education and careers in Government & Public Administration.

All information in this catalog is current as of July 2025 and is subject to change.

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.

Dual Enrollment Program

Dual enrollment is an acceleration program that allows students in grades 6-12 to simultaneously earn credit toward high school completion and a career certificate or an associate or baccalaureate degree at a Florida public postsecondary institution. 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.
- 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 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 in is 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 except for 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

All information in this catalog is current as of July 2025 and is subject to change.

- 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 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, located on the central campus of Broward College, is a full-time dual enrollment program for Broward County high school students. Students must meet eligibility requirements.
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. 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

CREDIT ACCELERATION AND RECOVERY

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. 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.

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).

All information in this catalog is current as of July 2025 and is subject to change.

POST SECONDARY PLANNING

xello

Welcome to Xello Family for Parent/Guardian

Xello is an online program your child is using in school to help them prepare for life after high school. It offers a variety of activities from kindergarten to the end of high school. These activities help students build self-knowledge, including knowing what they are good at, and how they can use those skills to explore their college, career, or military options. Also, they develop the 21st-century skills and plans needed to thrive in the world of work.

Xello Family bridges the gap between educators, families and students with an intuitive platform that keeps everyone on the same page to support students on their journey to future readiness. It's important for students to take ownership in planning for their future, but caring adults in their lives play an essential supporting role. Use your Xello Family account to see your child's work in preparing for life after high school. Also, use this opportunity to discuss and support their future goals and plans.

Navigating Your Xello Family Account

A. Log in to Your Account

When your child's school or district has created a Xello Family account for you, you'll receive an email. The email will include a link to activate your account within 7 days of receiving it. All you'll need to do to get started is set a password.

Note: If you haven't received the activation email, it may have redirected to your spam folder. Make sure to remove "xello.world" from your email spam settings to receive this and future messages from Xello.
If you forget your password:
1. Visit https://login.xello.world
2. Click **Having trouble signing in?**
3. Enter your email address and click **Send Email.**
4. You'll receive an email to reset your Xello Family password.

If you don't have a Xello Family account, ask your child's teacher to create one for you.

B. Get Around Your Account

The dashboard is the first page you'll see when you log in. From here, you can manage your personal account, check out your child's work, and access the demo account.

1. **Manage your personal account.**
   a. Customize your personal account. Access your profile menu in the top right corner of any page. Upload a profile image, add a mobile number, or change the language.
2. **View your child's work.**
   a. Check out the work your child has completed. Click on their name to begin. If you have more than one child using Xello, they'll each have their own profile that you can review.
3. **Try Xello yourself.**
   a. Select a grade and start exploring. Use this opportunity to experience firsthand what your child is working on in school. Try a Lesson, complete an assessment, or explore careers!

All information in this catalog is current as of July 2025 and is subject to change.

Broward Advisors for Continuing Education (BRACE)/College & Career Advising

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 many factors including but not limited to:

- grade point average in academic core courses
- admission test scores
- course distribution requirements and rigor
- 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
- 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. 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 I level)
- 2 credits – Additional Academic Credits:
    - 2 credits in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; **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.*

Students and counselors are advised to carefully consider 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.

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**

All information in this catalog is current as of July 2025 and is subject to change.

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:

- Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution.
- Complete the FFAA no later than August 31 after high school graduation.
- Earn a standard Florida high school diploma, or its equivalent, from a Florida public high school or a registered Florida Department of Education (FDOE) private high school; or complete a home education program.
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be accepted by, and enroll in a degree or certificate program at, an eligible Florida public or independent postsecondary institution.
- Be enrolled for at least six non-remedial semester credit hours (or the equivalent in quarter or clock hours) per term.
- If not funded in the academic year immediately following high school graduation, apply within five years of high school graduation to have your award reinstated. If not funded in the academic year immediately following high school graduation, apply within five years of high school graduation to have your award reinstated.

All information in this catalog is current as of July 2025 and is subject to change.

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.osfaffelp.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 charts outline the eligibility requirements for each of the different 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.**

All information in this catalog is current as of July 2025 and is subject to change.

Florida Bright Futures Scholarship Program
Florida Academic Scholars (FAS) / Florida Medallion Scholars (FMS)
2024-25

Initial Eligibility Requirements: (As determined by the Florida Department of Education)

1. Submit the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
2. Graduate from a Florida high school with a standard high school diploma or its equivalent.
3. Complete the 16 college-preparatory courses required for admission to a state university.
4. Achieve the required weighted GPA in the 16 college-preparatory courses per the chart below.
5. Achieve the required composite ACT® score, Overall Score on the Classic Learning Test (CLT), or combined SAT® score. Tests are accepted through August 31 of the student's graduation year (or through January 31 for mid-year graduates), per the chart below.
6. Complete the required number of volunteer service hours, paid work hours, or 100 total combined hours per the chart below.

Type	16 High School College-Preparatory Course Credits [1]	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT®/CLT®/SAT®)	Volunteer Service Hours[2]	Paid Work Hours[2]
FAS	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level) 3 - Natural Science (two must have substantial laboratory) 3 - Social Science 2 - World Language (sequential, in same language)	3.50	2024-25 Graduates: 29/96/1340 2025-26 Graduates: 29/95/1330	100 hours	100 hours
FMS		3.00	2024-25 Graduates: 25/84/1210 2025-26 Graduates: 24/82/1190	75 hours	100 hours

[1] The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002. Additional information regarding high school coursework can be found within the Florida Counseling for Future Education Handbook.
[2] Students must earn the required volunteer service hours, 100 paid work hours, or a combination that totals a minimum of 100 hours.

Requirements to Receive an Award: (As determined by the postsecondary institution)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

Renewal Requirements: (As determined by grade and hours submitted by the postsecondary institution)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. The renewal cumulative GPA requirements are outlined in the table below.

	Florida Academic Scholars (FAS)	Florida Medallion Scholars (FMS)
Minimum Cumulative GPA (unrounded and unweighted)	3.0	2.75

For detailed information, including other ways to qualify, please refer to the Bright Futures Student Handbook.

Eligibility requirements are subject to change with each legislative session.

Students are responsible for tracking their application and award status online and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

All information in this catalog is current as of July 2025 and is subject to change.

Florida Bright Futures Scholarship Program
Florida Gold Seal Vocational Scholars (GSV)
2024-25

Initial Eligibility Requirements: (As determined by the Florida Department of Education.)

1. Submit the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
2. Graduate with a standard Florida high school diploma or its equivalent.
3. Achieve the required weighted 3.0 GPA in the non-elective high school courses.
4. Complete at least three (3) full credits in a single Career and Technical Education program.
5. Achieve the required minimum 3.5 unweighted GPA in the single Career and Technical Education program.
6. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours.
7. Achieve the required minimum scores on one of the college entrance exams per the chart below no later than August 31 of the year the student graduates from high school.

Exam Type	Sub-test	Required Score
ACT®	Reading	19
	English	17
	Mathematics	19
SAT® (March 1, 2024, and thereafter)	Critical Reading or Evidence-Based Reading and Writing	490
	Mathematics	480
SAT® (Prior to March 1, 2024)	Reading	24
	Writing and Language	25
	Math Test	24
PERT (Only applies to the GSV Scholarship)	Reading	106
	Writing	103
	Mathematics	114

Required test scores follow those established by Rule 6A-10.0315, Florida Administrative Code.

Requirements to Receive an Award: (As determined by your postsecondary institution.)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least six (6) non-remedial semester credit hours.

Scholarship Restrictions:

The GSV award may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program and not toward the completion of an associate in arts or a baccalaureate degree.

Renewal Requirements: (As determined by grade and hours submitted by your postsecondary institution.)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. Students must maintain a minimum cumulative 2.75 GPA (unrounded and unweighted).

For detailed information, please refer to the Bright Futures Student Handbook.

All information in this catalog is current as of July 2025 and is subject to change.

Florida Bright Futures Scholarship Program
Florida Gold Seal CAPE Scholars (GSC)
2024-25

Initial Eligibility Requirements: (As determined by the Florida Department of Education.)

1. Submit the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
2. Graduate with a standard high school diploma or its equivalent.
3. Earn a minimum of five (5) postsecondary credit hours through CAPE industry certifications that articulate for college credit.
4. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours.

Eligible CAPE Certifications: Active Articulation Agreements Summary
www.fldoe.org/core/fileparse.php/7525/urlt/active-articulation-summary.xlsx

Requirements to Receive an Award: (As determined by your postsecondary institution.)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least six (6) non-remedial semester credit hours.

Scholarship Restrictions:

Until a student has earned an eligible associate degree, Gold Seal CAPE (GSC) scholarships may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program.

Upon completion of an eligible associate degree program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward an eligible baccalaureate degree.

Renewal Requirements: (As determined by grade and hours submitted by your postsecondary institution.)

1. Students must earn the number of credit hours based on the student's enrollment type per term.
2. Students must maintain a minimum cumulative 2.75 GPA (unrounded and unweighted).

For detailed information, please refer to the Bright Futures Student Handbook.

Eligibility requirements are subject to change with each legislative session.

Students are responsible for tracking their application and award status online and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

All information in this catalog is current as of July 2025 and is subject to change.

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 Xello and contact your BRACE Advisor.

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.

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:
   a. English, Math (Algebra 1 and higher), Science, Extra English. Math or science, Social Science, Other (any area listed, or courses listed as world language, comparative religion or philosophy).
2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:
   a. English, Math (Algebra 1 and higher), Science, Extra English. Math or science, Social Science, Other (any area listed, or courses listed as world language, comparative religion or philosophy).
2. Earn a minimum 2.2 core-course GPA.
3. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

All information in this catalog is current as of July 2025 and is subject to change.

ADDITIONAL RESOURCES AND PROGRAMS

Focus

Did you know that students and parents can access school records electronically? Use Focus to review your courses, grades, graduations requirements and progress toward graduation, test scores, and select the best courses to take next year and more. Students can log into their Focus account at www.browardschools.com/focus and click on 'Focus Help for Student'. Parents can create their own account through www.browardschools.com/focus and click on 'Focus Help for Parents'.

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 Awards

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

All information in this catalog is current as of July 2025 and is subject to change.

Course Descriptions

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

M=Magnet AP = Advanced Placement DE=Dual Enrollment
A=Acceleration LH = Local Honors (Honors at District Level Only)

Core Classes

Language Arts

(Please visit www.cpalms.org for course descriptions)

9th Grade Course Options (Credit: 1)

- English 1 – *1001310*
- Pre-AICE English Language (Honors) – *1001560*
- AICE General Paper (A) – *1009400*

10th Grade Course Options (Credit: 1)

- English 2 – *1001340*
- Pre-AICE English Literature (Honors) – *1005380*
- AICE General Paper (A) – *1009400*
- AICE English Language (A) – *1001550*

11th Grade Course Options (Credit: 1)

- English 3 – *1001370*
- AICE General Paper (A) – *1009400*
- AICE English Language (A) – *1001550*
- AICE English Literature (A) – *1005370*

12th Grade Course Options (Credit: 1)

- English 4 – *1001405*
- English 4 Honors – *1001410*
- AICE General Paper (A) – *1009400*
- AICE English Language (A) – *1001550*
- AICE English Literature (A) – *1005370*
- Introduction to Literature (DE) – LIT 2000 (Semester 1)
  In this introductory course, students will be assigned readings representative of a broad range of literary genres such as fiction, poetry, drama, and creative non- fiction. These readings will cover a variety of literary movements, historical eras, and cultures include selections from the western canon. Written analysis of literary works will be required. Students will be provided with opportunities to practice critical interpretation.
- Introduction to the Short Story (DE) – LIT 2020 (Semester 2)
  A survey of the development of the short story, to include analysis of short stories by authors that reflect a diversity of cultural perspectives. This course may include a wide variety of Western canon authors such as Alexie, Atwood, Baldwin, Bechdel, Borges, Calvino, Camus, Carver, Cather, Chekhov, Chopin, Crane, De Maupassant, Erdrich, Faulkner, Fuentes, Hawthorne, Hemingway, Hurston,quez, O'Connor, Oates, Poe, Silko, Walker, among others.

All information in this catalog is current as of July 2025 and is subject to change.

Mathematics

(Please visit www.cpalms.org for course descriptions)

9th Grade Course Options (Credit: 1)

- Algebra 1 – *1200310*
- Pre-AICE Math 1 (Alg. 1 Honors) – *1209810*
- Geometry – *1206310 (Prerequisite: Algebra 1)*
- Pre-AICE Math 2 (Geom. Honors) – *1209820 (Prerequisite: Algebra 1)*
- Math for College Liberal Arts – *1207350 (Prerequisite: Geometry)*
- Algebra 2 – *1200330 (Prerequisite: Geometry)*
- Algebra 2 Honors – *1200340 (Prerequisite: Geometry)*

10th Grade Course Options (Credit: 1)

- Geometry – *1206310 (Prerequisite: Algebra 1)*
- Pre-AICE Math 2 (Geom. Honors) – *1209820 (Prerequisite: Algebra 1)*
- Math for College Liberal Arts – *1207350 (Prerequisite: Geometry)*
- Algebra 2 – *1200330 (Prerequisite: Geometry)*
- Algebra 2 Honors – *1200340 (Prerequisite: Geometry)*
- Math for College Algebra – *1200710 (Prerequisite: Algebra 2)*
- Math for College Statistics – *1210305 (Prerequisite: Algebra 2)*
- Probability & Statistics Honors – *1210300 (Prerequisite: Algebra 2)*
- Pre-Calculus Honors – *1202340 (Prerequisite: Algebra 2)*
- AP Pre-Calculus (A) – *1202305 (Prerequisite: Algebra 2/Math Teacher Approval)*

11th Grade Course Options (Credit: 1)

- Math for College Liberal Arts – *1207350 (Prerequisite: Geometry)*
- Algebra 2 – *1200330 (Prerequisite: Geometry)*
- Algebra 2 Honors – *1200340 (Prerequisite: Geometry)*
- Math for College Algebra – *1200710 (Prerequisite: Algebra 2)*
- Math for College Statistics – *1210305 (Prerequisite: Algebra 2)*
- Probability & Statistics Honors – *1210300 (Prerequisite: Algebra 2)*
- Pre-Calculus Honors – *1202340 (Prerequisite: Algebra 2)*
- AP Pre-Calculus (A) – *1202305 (Prerequisite: Algebra 2/Math Teacher Approval)*
- AP Statistics (A) – *1210320 (Prerequisite: Probability & Statistics Honors or Math Teacher Approval)*
- AP Calculus AB (A) – *1212310 (Prerequisite: Pre-Calculus Honors)*
- AICE Math (A) – *1202352 (Prerequisite: Pre-Calculus Honors or Math Teacher Approval)*

All information in this catalog is current as of July 2025 and is subject to change.

12th Grade Course Options (Credit: 1)

- Math for Data & Financial Literacy – *1200384 (Prerequisite: Geometry)*
- Math for College Liberal Arts – *1207350 (Prerequisite: Geometry)*
- Algebra 2 – *1200330 (Prerequisite: Geometry)*
- Algebra 2 Honors – *1200340 (Prerequisite: Geometry)*
- Math for College Algebra – *1200710 (Prerequisite: Algebra 2)*
- Math for College Statistics – *1210305 (Prerequisite: Algebra 2)*
- Probability & Statistics Honors – *1210300 (Prerequisite: Algebra 2)*
- Pre-Calculus Honors – *1202340 (Prerequisite: Algebra 2)*
- AP Pre-Calculus (A) – *1202305 (Prerequisite: Algebra 2/Math Teacher Approval)*
- AP Statistics (A) – *1210320 (Prerequisite: Probability & Statistics Honors or Math Teacher Approval)*
- AP Calculus AB (A) – *1212310 (Prerequisite: Pre-Calculus Honors)*
- AICE Math (A) – *1202352 (Prerequisite: Pre-Calculus Honors or Math Teacher Approval)*

Science

(Please visit www.cpalms.org for course descriptions)

9th Grade Course Options (Credit: 1)

- Environmental Science – *2001340*
- Environmental Science Honors – *2001341*
- Pre-AICE Biology (Honors) – *2000322*
- Anatomy & Physiology Honors – *2000360 (Pre-requisite: Biology)*
- Chemistry 1 Honors – *2003350 (Co/Pre-requisite: Biology)*
- Marine Science 1 Honors (M) - *2002510*
- Marine Science 2 Honors (M) – *2002530 (Co/Pre-requisite: Biology)*
- AICE Marine Sci 1 AS (M, A) – *2002515 (Co/Pre-requisite: Biology)*

10th Grade Course Options (Credit: 1)

- Biology – *2000310*
- Pre-AICE Biology (Honors) – *2000322*
- Chemistry 1– *2003340 (Pre-requisite: Biology)*
- Chemistry 1 Honors – *2003350 (Pre-requisite: Biology)*
- Physics Honors – *2003390* (*Pre-requisite: Biology)*
- Anatomy & Physiology Honors – *2000360 (Pre-requisite: Biology)*
- Marine Science 1 Honors (M) – *2002510 (Pre-requisite: Biology)*
- AICE Marine Sci 1 AS (M, A) – *2002515 (Pre-requisite: Marine Science 1)*
- AICE Environmental Management (M, A) – *20013810 (Pre-requisite: Biology)*
- AICE Biology AS (A) – *2000321 (Pre-requisite: Chemistry)*

All information in this catalog is current as of July 2025 and is subject to change.

11th Grade Course Options (Credit: 1)

- Earth & Space Science – *2001310*
- Chemistry 1– *2003340 (Pre-requisite: Biology)*
- Chemistry 1 Honors – *2003350 (Pre-requisite: Biology)*
- Physics Honors – *2003390* (*Pre-requisite: Biology)*
- Anatomy & Physiology Honors – *2000360 (Pre-requisite: Biology)*
- Marine Science 1 (M) – *2002500 (Pre-requisite: Biology)*
- Marine Science 1 Honors (M) – *2002510 (Pre-requisite: Biology)*
- Bioscience Honors (M) – *2000500 (Pre-requisite: Biology)*
- AICE Marine Sci 1 AS (M, A) – *2002515 (Pre-requisite: Marine Science 1)*
- AICE Marine Sci 2 AS (M, A) – *2002535 (Pre-requisite: AICE Marine 1)*
- AICE Environmental Management (M, A) – *20013810 (Pre-requisite: Biology)*
- AICE Biology AS (A) – *2000321 (Pre-requisite: Chemistry)*
- AP Chemistry (A) – *2003370 (Pre-requisite: Chemistry)*

12th Grade Course Options (Credit: 1)

- Earth & Space Science – *2001310*
- Chemistry 1– *2003340 (Pre-requisite: Biology)*
- Chemistry 1 Honors – *2003350 (Pre-requisite: Biology)*
- Physics Honors – *2003390* (*Pre-requisite: Biology)*
- Anatomy & Physiology Honors – *2000360 (Pre-requisite: Biology)*
- Marine Science 1 (M) – *2002500 (Pre-requisite: Biology)*
- Marine Science 1 Honors (M) – *2002510 (Pre-requisite: Biology)*
- Bioscience Honors (M) – *2000500 (Pre-requisite: Biology)*
- AICE Marine Sci 1 AS (M, A) – *2002515 (Pre-requisite: Marine Science 1)*
- AICE Marine Sci 2 AS (M, A) – *2002535 (Pre-requisite: AICE Marine 1)*
- AICE Environmental Management (M, A) – *20013810 (Pre-requisite: Biology)*
- AICE Biology AS (A) – *2000321 (Pre-requisite: Chemistry)*
- AP Chemistry (A) – *2003370 (Pre-requisite: Chemistry)*

All information in this catalog is current as of July 2025 and is subject to change.

Social Studies

(Please visit www.cpalms.org for course descriptions)

10th Grade Course Options (Credit: 1)

- World History – *2109310*
- Pre-AICE World History (Honors) – *2109321*
- AICE International History (A) – *2100490*

11th Grade Course Options (Credit: 1)

- United States History – *2100310*
- United States History Honors – *2100320*
- AICE United States History (A) – *2100505*

12th Grade Course Options

- Economics – *2102310 (Credit: 0.5)**
  *Taken with U.S. Government
- U.S. Government – *2106310 (Credit: 0.5)**
  *Taken with Economics
- Economics Honors – *2102320 (Credit: 0.5)**
  *Taken with U.S. Government
- U.S. Government Honors – *2106320 (Credit: 0.5)**
  *Taken with Economics
- A.P. U.S. Government (A) – *2102371 (Credit: 1.0)**
  *Taken with Economics Honors

All information in this catalog is current as of July 2025 and is subject to change.

Electives & Special Programs

Academy of Arts and Entertainment

Art

2-D Studio Art 1 - *0101300* **Credit: 1**

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

Portfolio Dev.: Drawing Honors – *0109310* **Credit: 1**

Prerequisite: 2-D Studio Art 1

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Sculpture Honors – *0111330* **Credit: 1**

Prerequisite: 2-D Studio Art 1

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

Ceramics/Pottery (Sculpture 2) Honors – *0102320* **Credit: 1**

Prerequisite: Sculpture Honors

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art

All information in this catalog is current as of July 2025 and is subject to change.

studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Creative Photography 3 Honors – *0108330* **Credit: 1**
Prerequisite: 2-D Studio Art 1
Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

AP Drawing (A) – *0104300* **Credit: 1**
Prerequisite: Art teacher consultation
AP Drawing is a college-level drawing course. Students refine and apply skills and ideas they develop throughout the course to produce drawings.

AP 2-D Art & Design (A) - *0109350* **Credit: 1**
Prerequisite: Art teacher consultation
AP 2-D Art and Design is a college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design.

AP 3-D Art & Design (A) – *0109360* **Credit: 1**
Prerequisite: Art teacher consultation
AP 3-D Art and Design is a college-level three-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce three-dimensional art and design.

Art History & Criticism Honors (Semester 1 only)* – *0100330* **Credit: 0.5**
***This course is paired with a Dual Enrollment (DE) course – ARH 2000 – Art Appreciation**
Prerequisite: School Counselor Approval
Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials.

All information in this catalog is current as of July 2025 and is subject to change.

Art Appreciation (Semester 2, DE, A)* – *ARH 2000* **Credit: 1**
***This course is paired with Art History & Criticism Honors**
Prerequisite: School Counselor Approval
In this course, students will develop an appreciation of and the ability to think critically about culture and be provided with the tools to understand, analyze, and discuss works of visual art and material culture.

Dance

Dance Techniques 1 – *0300310* **Credit: 1**
Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Dance Techniques 2 – *0300320* **Credit: 1**
Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

Drama

Acting 1 – *0400370* **Credit: 1**
Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Acting 2 – *0400380* **Credit: 1**
Prerequisite: Acting 1
Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Acting 3 – *0400390* **Credit: 1**
Prerequisite: Acting 2
Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

All information in this catalog is current as of July 2025 and is subject to change.

Acting 4 – *0400400* **Credit: 1**

Prerequisite: Acting 3 or Teacher Approval

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

Pre-AICE Drama – *0400345* **Credit: 1**

Prerequisite: Acting 4 or Teacher Approval

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

Musical Theater 1 – *0400700* **Credit: 1**

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theater 2 – *0400710* **Credit: 1**

Pre-requisite: Musical Theater 1

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

Musical Theater 3 – *0400720* **Credit: 1**

Pre-requisite: Musical Theater 2

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

All information in this catalog is current as of July 2025 and is subject to change.

Theater Design & Production 1 - *0400410* **Credit: 1**

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

Theater Design & Production 2 - *0400420* **Credit: 1**

Prerequisite: Theater Design & Production 1

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

Theater Design & Production 3 – *0400430* **Credit: 1**

Prerequisite: Theater Design & Production 2

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Theater Design 4 Honors – *0400440* **Credit: 1**

Prerequisite: Theater Design & Production 3

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

Media Studies

Note - Journalism is offered as either Newspaper or Yearbook

Film 1 – *0107410* **Credit: 1**

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging

All information in this catalog is current as of July 2025 and is subject to change.

technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Film 2 – *0107420* **Credit: 1**
Prerequisite: Film 1
Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Journalism 1 LH – *1006300* **Credit: 1**
The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Journalism 2 LH – *1006310* **Credit: 1**
Prerequisite: Journalism 1
The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Journalism 3 LH – *1006320* **Credit: 1**
Prerequisite: Journalism 2
The purpose of this course is to enable students to perform grade level skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to continue to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Journalism 4 LH – *1006330* **Credit: 1**
Prerequisite: Journalism 3
The purpose of this course is to enable students to further extend skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

AICE Media Studies AS (A) – *1100460* **Credit: 1**
Prerequisite: Cambridge Coordinator Approval
The study of how media affects culture. Key areas of investigation are how media texts achieve meaning through camera shots, angles, movement, composition, editing, sound and mise-en-scene as well as how media represents gender, age, ethnicity, social groups, places, time ideology, audience, and the institutions who produce, market and distribute media tests. Learners also consider the political and social environment during which the narrative is created.

Visual Technology (Photo Journalism) – *0107440* **Credit: 1**
Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of

All information in this catalog is current as of July 2025 and is subject to change.

computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Music

Band 1 – *1302300* **Credit: 1**
Prerequisite: Band
This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Band 2 – *1302310* **Credit: 1**
Prerequisite: Band 1 or Band teacher consultation/approval
This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

Band 3 – *1302320* **Credit: 1**
Prerequisite: Band 2 or Band teacher consultation/approval
This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

Band 4 – *1302330* **Credit: 1**
Prerequisite: Band 3 or Band teacher consultation/approval
This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

Band 5 Honors – *1302340* **Credit: 1**
Prerequisite: Band 4 or Band teacher consultation/approval
This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary.

All information in this catalog is current as of July 2025 and is subject to change.

Musical independence and leadership are particularly encouraged in this setting.

Band 6 Honors – *1302350* **Credit: 1**

Prerequisite: Band 5 or Band teacher consultation/approval

This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

Instrumental Techniques 1 – *1302420* **Credit: 1**

Prerequisite: Band teacher consultation

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

Percussion/Instrumental Ensemble 1 – *1302460* **Credit: 1**

Prerequisite: Band teacher consultation

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

Instrumental Ensemble 3 – *1302480* **Credit: 1**

Prerequisite: Band teacher consultation

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

All information in this catalog is current as of July 2025 and is subject to change.

Academy of Business

Culinary

Prerequisite: Classes should be taken in sequential order.

Culinary Arts 1 (A) – *8800510* **Credit: 1**
Culinary Arts 2 (A) – *8800520* **Credit: 1**
Culinary Arts 3 Honors (A) – *8800530* **Credit: 1**
Culinary Arts 4 Honors Track 1 (A) – *8800540*** **Credit: 1**
****This course is paired with a Dual Enrollment (DE) course – FSS3230C-Food Production (DE, A)**
Culinary Arts 4 Honors Track 2 (A) – *8800550* **Credit: 1**

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

Entrepreneurship & Marketing

Prerequisite: Classes should be taken in sequential order.

Marketing Essentials (A) – *8827110* **Credit: 1**
Marketing Applications LH (A) – *8827120* **Credit: 1**
Marketing Management LH (A) – *8827130* **Credit: 1**
Sports Recreation Entertainment LH (A) – *8827410* **Credit: 1**

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 Marketing, Sales and Service 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 Marketing, Sales and Service career cluster.

Cambridge Business

AICE Business Studies (A) – *2102324* **Credit: 1**

This course will inform students of the distinctive role that business plays in our society. Through the examination of case studies in economics, business ownership, and technology, students will enhance their appreciation for the impact of effective organizational models and leadership styles in the corporate world.

All information in this catalog is current as of July 2025 and is subject to change.

Academy of Computer Science & Engineering

Computer Science

Advanced IT Honors – *9007610* **Credit: 1**

This course provides a basic overview of current business and information systems and their trends. Students gain fundamental knowledge and experience in computer technology that is required for today's business and academic environments. With the development of basic computer science knowledge and understanding, this course prepares students to be successful both personally and professionally in an information-based society. Advanced Information Technology includes industry-driven standards that allow student exploration of computers and their networks, as well as other emergent technology, hardware/software installation and functionality, web development practices, and the benefits and risks of using computers both locally and globally.

Foundations of Programming Honors – *9007210* **Credit: 1**

Prerequisite: Advanced IT Honors

This course introduces concepts, techniques, and processes associated with computer programming and software development.

Web Technology (Semester 1 only)* – *9003420* **Credit: 0.5**

***This course is paired with a Dual Enrollment (DE) course – IDC 1100 – Computer Sci for Everyone**

Prerequisite: School Counselor Approval

Some of the standards learned in the course include demonstrate proficiency on the principles of design, planning an effective website, using web development tools and techniques, using specialized web design software, gathering, preparing and evaluating web content, awareness of preparing a website for launch.

Computer Science for Everyone (Semester 2, DE, A)* – *IDC 1000* **Credit: 1**

***This course is paired with Web Technology**

Prerequisite: School Counselor Approval

Introduction to the breadth and excitement of computing, including its social context, computing principles, and relevance to all disciplines.

AP Computer Science Principles (A) – *0200335* **Credit: 1**

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

Digital Design

Prerequisite: Classes should be taken in sequential order.

Digital Design 1 Honors (A) – *8209510* **Credit: 1**

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

All information in this catalog is current as of July 2025 and is subject to change.

Digital Media/Multimedia Foundations 2 (A) – *8201220* **Credit: 1**
This course covers competencies in advanced design, illustration software, color modes, and fonts.

Digital Media/Multimedia Foundations 3 (A) – *8201230* **Credit: 1**
This course covers competencies in design layout software.

Engineering

Prerequisite: Classes should be taken in sequential order.

Introduction to Engineering (M, A) – *8600550* **Credit: 1**
This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

Applied Engineering Technology 1 (M, A) – *8401110* **Credit: 1**
This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the associated mathematics, science, and technology knowledge and skills. The course also includes essential concepts of technology and design, as well as concerns about the social and political implications of technological change.

Engineering Design & Development (M, A) – *8600650* **Credit: 1**
The purpose of this course is to serve as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum. Students will be expected to create and deliver a formal report on the project.

Marine Service

Prerequisite: Classes should be taken in sequential order.

Outboard Marine 1 Honors (M, A) – *9504210* **Credit: 1**
Outboard Marine 2 Honors (M, A) – *9504220* **Credit: 1**
Outboard Marine 3 Honors (M, A) – *9504230* **Credit: 1**
Outboard Marine 4 Honors (M, A) – *9504240* **Credit: 1**
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 Transportation, Distribution and Logistics 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 Transportation, Distribution and Logistics career cluster.

The content includes but is not limited to the following: service, repair and overhaul of four-stroke and two-stroke cycle engines and outboard motors; and service and repair of boating accessories. With regard to the above, course content will include electrical systems, fuel systems, power transfer systems, ignition systems, cooling systems, lubrication systems, drive systems and boat and trailer rigging.

All information in this catalog is current as of July 2025 and is subject to change.

Academy of Education

Early Childhood

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

Early Childhood 1 (A) – *8405110* **Credit: 1**
Early Childhood 2 (A) – *8405120* **Credit: 1**
Early Childhood 3 (A) – *8405130* **Credit: 1**
Early Childhood 4 (A) – *8405140* **Credit: 1**

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 Education & Training 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 Education & Training career cluster.

The content includes but is not limited to competencies related to the following elements of the early childhood education industry: planning, management, finance, technical, and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

Principles of Education

Executive Intern (Exploratory Teaching 1) – *0500300* **Credit: 1**
Executive Intern (Exploratory Teaching 2) – *0500310* **Credit: 1**

Prerequisite: Classes should be taken in sequential order

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

Academy of Government & Public Administration

Criminal Justice

Prerequisite: Classes should be taken in sequential order.

Public Service Leadership (A) – *8607110* **Credit: 1**

The course is designed to develop competencies in public service leadership with a focus on approaches to leadership, leadership techniques, leadership skills development and leadership strategies. The course provides a practical introduction to the work environment through direct contact with professionals in the public service community.

Project Management and Experiential Learning in Public Service Hon. (A) – *8607130* **Credit: 1**

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 Government & Public Administration 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 Government & Public Administration career cluster.

All information in this catalog is current as of July 2025 and is subject to change.

Academy of Science

Health Science

Prerequisite: Classes should be taken in sequential order.

Health Science Anatomy & Physiology (A) – *8417100* **Credit: 1**

The course Health Science Anatomy & Physiology (8417100) is designated as an equally rigorous (EQ) science credit.

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

Health Science Foundations Honors (Sports Medicine) (A) – *8417110* **Credit: 1**

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

Wellness/Exercise Science Honors (A) – *8417120* **Credit: 1**

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 Health Science 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 Health Science career cluster.

The content includes but is not limited to planning, management, finance, technical and production skills, applied aspect of leadership, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Work-based learning experiences are an integral part of this program.

The purpose of this program is to prepare students for the wellness and fitness marketplace and its various components such as instructing or coaching groups or individuals in exercise activities and the fundamentals of an individual's health and wellness. Personal trainers demonstrate techniques and methods of participation and observe participants and inform them of corrective measures necessary to improve their skills and personal health.

All information in this catalog is current as of July 2025 and is subject to change.

Additional Electives

Personal Financial Literacy

Personal Finance and Money Management is a high school graduation requirement.

Personal Finance and Money Management – *2102371/2102373** **Credit: 0.5**

***This course is paired with Promotional Design Management**

(1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making;
(2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options;
(3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services;
(4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions;
(5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans;
(6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and
(7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance.

Personal Finance and Money Management – *8217120** **Credit: 0.5**

***This course is paired with Personal Financial Literacy**

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes entrepreneur concepts, basic supervision and management activities, portfolio development activities, and workforce development skills evaluation activities. After successful completion of Promotional Design Management, the student will be able to manage small production runs of imprinted merchandise in unpredictable situations.

Army JROTC (Junior Reserves Officers' Training Corps)

Prerequisite: Classes should be taken in sequential order.

JROTC Army Leadership and Education Training 1 (A) – *1801300* **Credit: 1**

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

All information in this catalog is current as of July 2025 and is subject to change.

JROTC Army Leadership and Education Training 2 (A) – *1801310* **Credit: 1**
The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.

JROTC Army Leadership and Education Training 3 (A) – *1801320* **Credit: 1**
The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

JROTC Army Leadership and Education Training 4 (A) – *1801330* **Credit: 1**
The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

College Level Electives

AICE Global Perspectives AS (A) – *1700364* **Credit: 1**
The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national and international perspectives, and of the connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays.

AICE Thinking Skills AS (A) – *1700372* **Credit: 1**
Develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real-world issues. The course enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and

All information in this catalog is current as of July 2025 and is subject to change.

reasonable decisions and construct evidence-based arguments. These independent think skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to high education on into professional environment.

Humanities 1 Honors (Semester 1 only)* – *0900305* **Credit: 0.5**
***This course is paired with a Dual Enrollment (DE) course – SLS 1001 – Strategies for Success**
Prerequisite: School Counselor Approval
Discussion and practical application of study skills, test-taking strategies, and time management skills. The class will emphasize personal growth and development, goal-setting skills, and career exploration. Students will be exposed to campus and community resources that will provide critical assistance when needed.

Happiness (Semester 1, DE, A)* – IDS 2935 **Credit: 1**
***This course is paired with Personal, Career, School Development 1**
Prerequisite: School Counselor Approval
The course has three broad and mutually reinforcing goals: Describe and explain findings about what makes people happy, discuss the methods of research used to uncover these findings so that students can critically evaluate information related to happiness, and afford the experience of beginning a habit or practice that enhances well-being.

Strategies for Success (DE, A)* – *SLS 1001* **Credit: 1**
***This course is paired with Humanities 1 Honors**
Prerequisite: School Counselor Approval
Discussion and practical application of study skills, test-taking strategies, and time management skills. The class will emphasize personal growth and development, goal-setting skills, and career exploration. Students will be exposed to campus and community resources that will provide critical assistance when needed.

Speech 1 (Semester 1 only)* – *1007300* **Credit: 0.5**
***This course is paired with a Dual Enrollment (DE) course – SPC 1017 – Intro to Speech Communication**
Prerequisite: School Counselor Approval
This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

Intro to Speech Communication (DE, A)* – *SPC 1017* **Credit: 1.0**
***This course is paired with Speech 1**
Prerequisite: School Counselor Approval
This course is designed to provide students with fundamental training and practical experience for researching, organizing, and delivering speeches in public situations. Topics include: audience analysis, speech anxiety, critical listening, and preparation and delivery of informative, persuasive, and other possible types of public speeches in various cultural context with emphasis on academic and scholarly research. Students will also learn to effectively incorporate audio and visual aids/technologies for effective speeches.

General Electives

Creative Writing 1 – *1009320* **Credit: 0.5**
Creative Writing 2 – *100933333330* **Credit: 0.5**
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.

All information in this catalog is current as of July 2025 and is subject to change.

Debate 1 LH – *1007330* **Credit: 1**
Debate 2 LH – *1007340* **Credit: 1**
Debate 3 Honors – *1007350* **Credit: 1**
Prerequisite: Classes should be taken in sequential order
The purpose of this program is to develop students' awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings. For Debate 2 and Debate 3, some work outside of the regular school day may be required.

Peer Counseling 1 – *1400300* **Credit: 0.5**
Peer Counseling 2 – *1400310* **Credit: 0.5**
The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution. Students will develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

Peer Counseling 3 – *1400320* **Credit: 0.5**
Peer Counseling 4 – *1400330* **Credit: 0.5**
Prerequisite: Peer Counseling 1/2
The purpose of this course is to enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school.

Personal, Career, School Development 1 (Mindfulness)* – *0500500* **Credit: 1**
***Certain sections of this course are paired with a Dual Enrollment (DE) course – IDS 2935 – Happiness**
Prerequisite: School Counselor Approval
This course is designed for 9th and 10th grade students. Students will engage in a series of challenges designed to increase their own happiness and build more productive habits. They will read and learn more about the science behind happiness, meditation practices, mental health, the 16 habits of mind, and empathy. Part one of the course will take them into self-exploration and will focus on activities that have been proven to increase happiness along with strategies to build better habits. Part 2 of the course will be focused on habits of mind and purpose. This is where students will develop and incorporate problem solving, strategic reasoning, insightfulness, perseverance, and creativity into their personal, academic, and professional lives.

Latinos In Action (LIA)

Leadership Skills Development LH 1 – *2400300* **Credit: 1**
Leadership Techniques Honors – *2400310* **Credit: 1**
Leadership Strategies Honors – *2400320* **Credit: 1**
Prerequisite: Classes should be taken in sequential order
Latinos in Action (LIA) is a college prep course, a cultural awareness seminar, and a leadership training class all rolled into one package. The LIA curriculum trains students as paraprofessionals and leaders who visit local elementary schools in an effort to not only increase literacy and math rates of those who are struggling, but to act as role models. This allows younger students to build leadership and self-efficacy that will propel them to join LIA when they reach Middle and High School and continue the cycle of support and leadership demonstrated by older LIA students.
While this unique approach seeks to bridge the graduation and achievement gap Latino students generally experience in the United States, LIA is also a fun and interactive class that provides students with college, career, and life readiness skills.

All information in this catalog is current as of July 2025 and is subject to change.

Physical Education

Basketball 1 – *1503310* **Credit: 0.5**
Basketball 2 – *1503320* **Credit: 0.5**
During the first half of the year, the purpose of this course is to provide basic instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life. During the second half of the year, the purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Personal Fitness – *1501300* **Credit: 0.5**
Comprehensive Fitness – *1501390* **Credit: 0.5**
During the first half of the year, the purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. During the second half of the year, the purpose of this course is to elaborate on the knowledge, skills, and values they need to become healthy and physically active for a lifetime that were learned in personal fitness. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Soccer – *1503320* **Credit: 0.5**
Track & Field – *1503350* **Credit: 0.5**
During the first half of the year, the purpose of this course is to provide basic instruction of the fundamental skills, tactics, rules and etiquette in soccer. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to soccer strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life. During the second half of the year, the purpose of this course is to provide basic instruction of the fundamental skills, tactics, rules and etiquette in track and field. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to track and field strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Team Sports 1 – *1503350* **Credit: 0.5**
Team Sports 2 – *1503360* **Credit: 0.5**
During the first half of the year, the purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. During the second half of the year, the purpose of this course is to develop the physical skills necessary to be competent in many forms of

All information in this catalog is current as of July 2025 and is subject to change.

movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

Weight Training 1 – *1501340* **Credit: 0.5**
Weight Training 2 – *1501350* **Credit: 0.5**
During the first half of the year, the purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course. During the second half of the year, the purpose of this course is to build the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

Weight Training 3 – *1501360* **Credit: 0.5**
Power Weight Training 1 – *1501410* **Credit: 0.5**
Students will take the knowledge of technique, regimen and theory learned in previously taken weight lifting courses to expand on their knowledge of the theory, fundamentals and skills of weight lifting.

Swimming

Prerequisite: Classes should be taken in sequential order

Water Safety – *1504490* **Credit: 0.5**
Personal Fitness – *1501300* **Credit: 0.5**
During the first half of the year, this course will teach students the importance of life saving water safety rules, protocols and action steps to take in case of a water emergency. Students will learn proper warm up and cool down exercises, proper swimming stroke technique and the science of aquatic training. During the second half of the year, the purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Swimming 1 – *1504460* **Credit: 0.5**
Swimming 2 – *1504470* **Credit: 0.5**
The purpose of this course is to provide basic instruction of the fundamental skills, tactics, rules and etiquette in competitive swimming. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to swimming strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Lifeguard/Athletic Care & Prevention – *1502490* **Credit: 0.5**
Lifeguard/Individual/Dual Sports 1 – *1502410* **Credit: 0.5**
During the first half of the year, students will use previously ascertained knowledge from water safety to become a certified lifeguard. The instructor will guide students through an intensive programming focusing on life saving skills. During the second half of the year, students will use previously ascertained knowledge from water safety to become a certified lifeguard. The instructor will guide students through an intensive programming focusing on life saving skills.

All information in this catalog is current as of July 2025 and is subject to change.

Social Sciences

African American History Honors – *2100336* **Credit: 0.5**
African History Honors – *21003650* **Credit: 0.5**

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

Holocaust Education – *2109430* **Credit: 0.5**
East/West Heritage Honors – *2100460* **Credit: 0.5**

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler's rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.
Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.

Latin American Studies Honors – *2100362* **Credit: 0.5**
Florida History – *2100350* **Credit: 0.5**

The primary content emphasis for this course pertains to the student of the development of the Latin American identity, along with examinations of the Latin American cultures through in-depth study of literature, sociology, anthropology, economics, and geography. The course will study the commonalities and differences among the peoples and cultures of Latin American and the complex nature of individual, group, national, and international interactions. Students will examine the characteristics that define culture and gain an understanding of the culture of Latin America. Content includes, but is not limited to, interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, cultural diffusion, Latin American economics, human-environment interactions, patterns of language development, poverty, and the effect of change on cultural institutions. Using texts of high complexity, students will develop knowledge of Latin American literature through integrated educational experiences of reading, writing, speaking and analyzing. Emphasis will include representative Latin American literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections. Other concepts in this class may include indigenous Native American culture prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church, evolution of political systems and philosophies in Latin America, Latin American nationalism, and contemporary Latin American affairs.

All information in this catalog is current as of July 2025 and is subject to change.

Psychology 1 LH (Semester 1 only) – *2107300* **Credit: 0.5**
***This course is paired with a Dual Enrollment (DE) course – PSY 2012 – General Psychology**
Prerequisite: School Counselor Approval
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.

General Psychology (DE, A, Semester 2) – *PSY 2012* **Credit: 1**
***This course is paired with Psychology 1**
Prerequisite: School Counselor Approval
In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology.

AICE Sociology AS (A) – *2108310* **Credit: 1**
In a rapidly changing world, Cambridge International Sociology offers students the opportunity to not only explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of Sociology should stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way.

Student Government (SGA)

Leadership Skills Development LH 1 – *2400300* **Credit: 1**
Leadership Techniques Honors – *2400310* **Credit: 1**
Leadership Strategies Honors – *2400320* **Credit: 1**
Prerequisite: Classes should be taken in sequential order
The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

World Languages

Pre-AICE French 1 – *0701394* **Credit: 1**
Focuses on the key areas of listening, speaking, reading, and writing skills in French. Each lesson introduces new vocabulary and grammar concepts through listening comprehension, speaking, and writing activities. Students learn to talk about themselves and others, describe their surroundings and use numbers for dates and time. Regular verbs are introduced in the present tense. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. The course has been aligned to meet all national standards.

Pre-AICE French 2 – *0701396* **Credit: 1**
A continuation to the introduction to the French language and Francophone communities focusing on four modes of expression including: listening, speaking, writing and reading. The main goal of this course is for students to develop, on a daily basis, receptive and productive skills that will allow them to communicate efficiently in French. Through age- and stage-appropriate thematic topics for French 2 such as: daily greetings, family, friends, leisure/hobbies, shopping and restaurants and authentic resources such as songs, movies and documentaries related to French culture, students learn to create more complex sentences using different

All information in this catalog is current as of July 2025 and is subject to change.

tenses and moods (present, past tense, subjunctive present, conditional), when writing in short paragraphs and speaking and writing, they will comprehend important ideas and details in contextualized texts and become more accurate in written and oral expression.

French 3 Honors – *0701340* **Credit: 1**
French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

AP French Language & Culture (A) – *0701380* **Credit: 1**
The AP French Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in French language and culture. The course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Pre-AICE Spanish 1 – *0708532* **Credit: 1**
The objective of this course is to enable students to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening comprehension, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Pre-AICE Spanish 2 – *0708534* **Credit: 1**
Reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Spanish 3 Honors – *0708360* **Credit: 1**
This course is designed to teach students the vocabulary, phrases, and grammar fundamentals to furthering their knowledge of the Spanish language. Students will continuously enhance their vocabulary by learning new words and phrases with each chapter, as well as master beginning grammatical structures of the target language. Reading, writing, listening comprehension, and oral exercises will help students build a strong foundation upon which they may grow. We will enrich our learning by studying other cultures and discovering how fun learning another language can be!

Spanish 4 Honors – *0708370* **Credit: 1**
High School level IV enriches students' Spanish proficiency and cultural understanding, preparing students for college and career-level Spanish. The thematic unit organization encourages students to make cross-cultural and cross-curricular comparisons as they take on more advanced cultural and linguistic adventures. Cultural challenges encourage students to apply Spanish vocabulary and more advanced Spanish grammar

All information in this catalog is current as of July 2025 and is subject to change.

concepts in context.

Spanish Speakers 2 – *0709310* **Credit: 1**
The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

Spanish Speakers 3 Honors – *0709320* **Credit: 1**
The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

AICE Spanish Language AS – *0708538* **Credit: 1**
This course helps learners to develop language proficiency and practical communication skills in Spanish to a CEFR Independent User level. This course develops learners' ability in all four language skills: Listening, Reading, Writing and Speaking, builds knowledge of vocabulary and grammar in the context of six areas covering both familiar and more general topics, encourages engagement with the culture and society of countries and communities where Spanish is spoken.

All information in this catalog is current as of July 2025 and is subject to change.