MSD COURSES

2025 - 2026

Read about the variety of Elective and Core Academic courses Stoneman has to offer.

Stoneman Douglas High School offers a variety of academic and elective programs to challenge students and provide them with premier programs to prepare them for technical careers. Additionally, Stoneman Douglas offers a range of Dual Enrollment courses which allows students to earn college credit while still enrolled in high school. Many students graduate with an associate's degree in addition to their high school diploma at the end of their four years at Stoneman.

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CAREER TECHNICAL EDUCATION

The Career/Technical courses are preparatory for students to work in the field of their choice, as well as prepare them for the rigors of college. Many of the courses lead to competitions held at the state, national and international levels. In addition, many course allow the student to become certified in their subject area – for example, a student taking Digital Video Technology will test in two different Adobe products – Photoshop and Premiere Pro. These certifications are recognized industry-wide and give students an additional skillset for the world of work. Students that begin a program have an opportunity to continue and advance in their skills each of the years they attend high school.

Academy of Finance

The Academy of Finance introduces students to the broad career opportunities in the financial services industry and, in the process, equips them to make sound choices for the future. The Academy of Finance prepares high school students for successful careers in financial services and in other fields. Through their Academy experience, students gain an understanding of the connections that exist between their education and the workplace.

The Stoneman Douglas NAF Program is an Honors program and is recognized by NAF as a Distinguished Academy. DECA is a co-curricular club involving AOF, marketing, and hospitality students. DECA students participate in district, state, and international competitions.

AOF Course Progression:

1. Business Communication & Technology **OR**
1. Business & Entrepreneurship Principles Honors
2. Economics and Financial Services Honors
3. Accounting Applications
4. Financial Planning Honors

Business Communication and Technology

Credit 1.0

This course introduces students to the foundations required for today's business environments. Students will enhance their speaking skills, learn basic financial literacy, develop customer service and job interview skills, and create resumes. Students become Microsoft "Power Users," and they enhance their proficiency as they create and format computer documents, spreadsheets, and presentation applications to meet industry standards. This course is a Practical Arts and online credit.

Business and Entrepreneurship Principles Honors

Credit 1.0 **Prerequisite:** Word & PowerPoint Certifications

This course introduces students to business organization, management, and entrepreneurship principles, general business, customer services, and marketing skills. Students will develop customer service as well as soft skills. In addition, students will develop career-ready skills including creating a resume along with job interview skills. This course is a Practical Arts and online credit.

Economics and Financial Services Honors

Credit 1.0 **Prerequisite:** AOF Teacher Approval

This course presents basic topics in investing and economics, and the principles and practices of banking and credit, and consumer lending. Students will learn the principles of investing and risk and play the online Stock Market Game and learn to evaluate stocks, bonds, mutual funds, ETFs, and other ways to build wealth. Additional emphasis is placed on money, credit, and banking. Students will enhance their career-ready skills including developing a resume and interview skills to prepare for the workplace. They will also develop a LinkedIn profile that they will continue to update throughout the Academy program.

Accounting Applications Honors

Credit 1.0 **Prerequisite:** AOF Teacher Approval

This course emphasizes the principles of recording and analyzing business transactions and the preparation of various accounting documents. Students will create and analyze financial statements, learn to use Excel and QuickBooks in business scenarios. Students will have the opportunity to become a QuickBooks Online Certified User which is an industry-recognized certification. Students will be prepared for their financial internship offered by the Academy of Finance during the summer of the student's junior/senior year.

Financial Planning Honors

Credit 1.0 **Prerequisite:** AOF Teacher Approval

This course develops an awareness of the need for budgeting and financial planning. Additional emphasis is placed on entrepreneurship, income taxes, insurance, and risk management as well as retirement and estate planning. The students also explore career opportunities offered in the financial industry. Students will update their resume and their LinkedIn accounts to prepare them for college and career. Students will have the opportunity to become a Entrepreneurship Small Business (ESB) certified which is an industry-recognized certification. After completing this course students will have developed the soft skills that will set them apart in college and beyond.

Journalism and Multimedia Academy

The Journalism and Multimedia Academy offers a sequence of courses that prepares students for further education and careers in Arts, A/V Technology and Communication. This program prepares students for employment as writers, editors, and multimedia journalists. This program offers students practical hands-on experiences that incorporate academic skills into real-life situations. **At MSD, students in this academy create the school newspaper.**

The program familiarizes individuals with journalistic writing, script writing, graphic communications, desktop publishing, multimedia production, photojournalism, and investigative reporting.

Journalism and Multimedia Academy Course Progression:

1. Foundations of Journalism
2. Media Production
3. Digital Design (Honors)
4. Photojournalism
5. Additional courses offered: Journalism II-V

Foundations of Journalism – 8203000 (Newspaper)

Credit 1.0

This course enables students to develop fundamental skills in print and electronic journalistic media production. The content will include, but not be limited to, the following: Writing processes; Production skills for varied media; ethics of journalism; Applications in photojournalism; Organization and management techniques, Technology for research, production, and dissemination, Analysis of journalistic media, Careers in journalism. Hands-on activities are integral to this course. **Students will produce the school newspaper and have their work published**. *Practical Arts Credit. Computer Competency Credit*

Media Production (Newspaper)

Credit 1.0 **Prerequisite:** Foundations of Journalism

This course is designed to develop basic entry-level skills required for careers in the communications industry. The content will include: Producing writing appropriate to journalistic media, news, sports, editorials, features, and a variety of journalistic media (television, radio, magazine); Organize and utilizing production modes appropriate to journalistic media, including desktop publishing, photography, commercial art, and television production (creation of videos and podcasts); Performing electronic/desktop publishing operations; Performing design and layout operations; Analyze, evaluate and communicate information effectively through social media platforms. Hands-on activities are integral to this course. **Students will produce the school newspaper and have their work published.** *Practical Arts Credit.*

Digital Design Honors (Newspaper)

Credit 1.0 **Prerequisite:** Media Production

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. The content includes digital publishing concepts - fonts, design terms, paper types, color, and use of software; Proficiency in digital imaging; Setting project requirements, engaging in project planning, and utilizing the design process; Performing layout, project design, and measurement activities associated with digital publishing. Hands-on activities are integral to this course. **Students will help produce the school newspaper and have their work published.** *Practical Arts Credit.*

Photojournalism (Newspaper)

Credit 1.0 **Prerequisite:** Digital Design Honors

This course is designed to introduce students to basic photojournalism techniques, including camera operation, lighting, composition, photo manipulation, and storytelling for print and online publications. Through this course, the students will become familiar with DSLR and mobile device cameras. An emphasis will be placed on using the camera as a reporting tool and will cover industry expectations for professional photojournalists. The content will include, but not be limited to, the following: Proficiency in photocomposition techniques; Proficiency in operating a camera systems and settings; Participating in the production process; Organizing and editing photographs and video; Develop a professional digital portfolio of work. Hands-on activities are integral to this course. Students will help produce the school newspaper and have their work published. *Practical Arts Credit.*

Journalism II, III, IV, V – Newspaper - Local Honors

Credit 1.0 **Prerequisite:** Teacher Recommendation

The purpose of this course is to produce the school newspaper. This course enables students to learn and extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms. Students will learn skills to tell stories and package them across various platforms and mediums, demonstrate fundamental skills in

layout design, learn organization/management skills, and use of technology for the successful production of the school newspaper.
Students will learn to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing using fundamental research skills and networking formats. Students will learn the ethical use of information. Students will also learn skills in photojournalism and graphic design. Students seeking honors credit must attend workshops/competitions. The required selling of ads is part of the business aspect of the curriculum and can count for up to 10% of the grade. This course satisfies the computer competency requirement.

Teaching Academy

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 become a professional in the education field. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students.

Teaching Academy Course Progression:

1. Introduction to the Teaching Profession
2. Human Growth and Development
3. Foundations of Curriculum and Instruction
4. Principles of Teaching Internship

Introduction to the Teaching Profession

Course Credit: 1.0

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

Human Growth and Development

Course Credit: 1.0 **Prerequisite:** Introduction to the Teaching Profession

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in planned, guided observations of children from birth through adolescence in various settings to help them further understand human development theories. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

Foundations of Curriculum and Instruction

Course Credit: 1.0 **Prerequisite:** Human Growth and Development

This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic motivation theories that increase student engagement tied to student learning. Students will participate in guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

Principles of Teaching Internship

Course Credit: 1.0 **Prerequisite:** Foundations of Curriculum and Instruction

The course is designed for students to apply their knowledge in real world education settings. Students must complete an internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will also complete and submit a completed portfolio and Capstone project by the end of the course for feedback.

AP Computer Science Principles

Credit: 1.0

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the JavaScript Programming language and the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

AP Computer Science A (JAVA Programming Language – FLVS Lab Course)

Credit: 1.0

The purpose of Advanced Placement Computer Science A is to provide an extensive study of the applications of computing within the context of programming methodology, algorithms, and data structure using the Java programming language. The content includes, but is not limited to, emphasis on structured and logical design of computer programs and advanced topics such as controls, structures, and file manipulation in Java. This course is taught in class with a facilitator and an FLVS teacher online.

Culinary Arts I

Credit 1.0 **Prerequisite:** Culinary Application

This course combines school-based learning and structured on the job training for students interested in a career in the Culinary Arts by providing classroom training in all aspects of culinary careers including culinary skills and business management. Math, reading and science skills are applied in all areas of study. Students will gain an understanding of food safety and sanitation with an opportunity to obtain SafeStaff® foodhandler, basic food preparation skills and sound nutrition practices for healthy living.

Culinary Arts II

Credit 1.0 **Prerequisite:** Successful completion of Culinary I with A or B average and teacher recommendation

In this course students will learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus. It is designed to prepare students for gainful employment and/or entry into the food production and service industry.

Culinary Arts III Honors

Credit 1.0 **Prerequisite:** Teacher recommendation

In this course students focus on building foodservice management skills such as: understanding guidelines on food selection, purchasing and suppliers, and cost control techniques. Students will develop a business plan to create a restaurant and research career opportunities in professional cooking/baking. **Students will be tested as food safety managers through training/certification programs that are acceptable in Florida (ServSafe Foodservice Manager).**

**Honors Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. We progress at a faster pace where students are expected to exhibit the following skills: Effective Time Management, Intellectual Curiosity, Adaptability and Resilience, Strong Work Ethic.

Culinary Arts IV Honors

Credit 1.0 **Prerequisite:** Teacher recommendation

In this course students will demonstrate advanced preparation skills for baking and pastry products, apply the knowledge and skills necessary to successfully cater an event, demonstrate advanced preparation skills for various proteins, develop and implement a capstone project, describe the requirements to be a successful entrepreneur and small business owner in the hospitality industry.

**Honors Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. We progress at a faster pace where students are expected to exhibit the following skills: Effective Time Management, Intellectual Curiosity, Adaptability and Resilience, Strong Work Ethic

Digital Information Technology

Credit: 1.0

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

Engineering Program Progression

Engineering 1 - Introduction to Engineering
Engineering 2 - Principles of Engineering
Engineering 3 - Computer integrated Manufactuing
Engineering 4 - Engineering Design and Development
Engineering 5 - Digital Electonics

Introduction to Engineering Design

Credits: 1.0

Introduction to Engineering Design course teaches problem-solving skills using the design development process. Models of production solutions are created, analyzed, and communicated using solid modeling computer design software. It also meets the computer requirement for high school graduation. **Upon completion of a sequence of three technology courses students may be eligible for a Florida gold seal vocational scholars award.**

Principles of Engineering Design

Credits: 1.0

Principles of Engineering course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes to help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. Emphasis will be on individual and group work.

Computer Integrated Manufacturing

Credits: 1.0

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

Engineering Design & Development

Credits: 1.0

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.

Digital Electronics

Credits: 1.0

This is a course in applied logic that encompasses the application of electronic circuits and devices. Students are exposed to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Foundations of Programming Honors (Python Programming Language)

Credit: 1.0

This course is a yearlong Computer Science course.

Digital Video Technology (DVT) I Honors

Credit 1.0 – satisfies art requirement

This course is an overview of the basics of television and film production. Topics include camera operation, lighting, sound design, video editing and basic acting for TV/film. Students will complete projects such as commercials and music videos in year one. This is an entry level course to prepare a student to work in the television and film industries and students receive an honors credit. Students will take their industry certification exam in Adobe Photoshop in level 1. *Practical Arts Credit.*

Digital Video Technology II Honors

Credit 1.0 **Prerequisite:** Completion of Digital Video Technology I

This course is the follow up to DVT I and is also an honors credit. Students learn advanced skills in photography, editing, lighting and sound design through projects in storytelling. The main focus of year 2 in the program is producing the weekly newscast for the school. The newscast involves general assignment reporting, sports reporting and other story segments like cooking and business reporting. Students will take their industry certification exam in Adobe Premiere Pro in level 2. *Practical Arts Credit.*

Digital Video Technology III-IV Honors

Credit 1.0 **Prerequisite:** Completion of Digital Video Technology I-II

These honors courses focus on honing a student's skills in TV Production and Filmmaking. Primary focus moves from short form storytelling through the newscast, to longer and different forms like short film, documentary, public service announcements, music video and more. Many of these students form our national competition team. *Practical Arts Credit.*

Hospitality Academy

Hospitality opens doors. Introduction to Hospitality is the first course of four that makes up what we call a CAPE. This CAPE provides an exciting chance to explore careers in Travel and Tourism. Florida is one of the key tourist destinations anywhere in the world. Without Tourism, the economy in Florida would be devastated. This would have a domino effect on all other careers! We are going to have the chance to interact with Cruise lines, Resorts, Country Clubs, Sports franchises, Hotels and Restaurants. Enrollment in DECA is required as part of this elective. An integral component of classroom instruction, DECA activities provide authentic, experiential learning methods to prepare members for college and careers. DECA members put their knowledge into action through rigorous project-based activities that require creative solutions with practical outcomes. As in the global economy, a spark of competition drives DECA members to excel and improve their performance.

Progression of Courses:

1. Intro to Hospitality/Tourism
2. Technology in Hospitality/Tourism
3. Hospitality Marketing Honors
4. Hospitality Entrepreneurship Honors

Intro to Hospitality/Tourism

Credit: 1.0

This course introduces students to the skills necessary for success in the hospitality and tourism industry. Students will also have the chance to learn hospitality and tourism terminology and the industry's mathematical, economic, marketing, and sales fundamentals. Many of the course concepts are useful to anyone pursuing a degree in business. Much of the learning involves real world skills. Students will finish this course as a better consumer exploring marketing, economics and supply chains, technology, business as well as hospitality. We use a project-based learning model and students become experts in Microsoft Office Suite. Curriculum has been created in partnership with The National Restaurant Association and The American Hotel & Lodging Association. Students participate in the Chick Fil A Leadership Academy building their leadership skills and executing project management skills to help their community with an end of year big impact project. Students will also earn as many as 4 industry certifications that will be included on their transcript and give them a competitive edge when applying to colleges. DECA participation is included as co-curricular, and students will compete in areas including Hospitality, Marketing, Business and Finance with the chance to compete internationally each year in Orlando, Atlanta, or California.

Technology in Hospitality/Tourism

Credit: 1.0 **Prerequisite:** Completion of Intro to Hospitality/Tourism with a B or higher

This course is the level II Hospitality/Tourism course. The purpose of this course is to provide students with career specific instruction in hospitality and tourism and how technology is transforming the industry. This course incorporates technology and management principles and procedures of the hospitality and tourism industry, employment qualifications and opportunities. Throughout the course, students apply their learning to their culminating projects, using Microsoft Office software and will begin to work towards the multiple industry certifications offered in the program. These include Social Media Specialist, Hospitality & Tourism Management, ServSafe Manager as well as Entrepreneurship and Small Business Industry certification. Students create business plans, itineraries that include a promotional plan, and a brochure about a destination.

Students through their DECA participation will also create a promotional or sales paper and presentation that will be used as part of their opportunity to compete and develop communication skills, both written and verbal, that will be needed to succeed in all careers

Hospitality Marketing Honors

Credit: 1.0 **Prerequisite:** Completion of Technology in Hospitality/Tourism with a B or higher

This course is the level 3 Hospitality course. Students will be challenged as the curriculum earns honors credit. First semester students prepare and complete ServSafe Manager Industry Certification, one of the most complex and challenging industry certifications available. A complete Marketing education prepares students who plan to pursue Business, Marketing or Entrepreneurship careers. Marketing students are expected to complete the following rigorous academic tasks: Creation and execution presentation of a written and oral report, completion of a Company History Paper, performance demonstration of role-playing, performance of leadership activities. Students will complete a paid internship and complete a virtual business software component that is used as part of the Marriott training program for their management team.

Hospitality Entrepreneurship Honors

Credit: 1.0 **Prerequisite:** Completion of Hospitality Marketing Honors with a B or higher

This course is the level 4 Hospitality course. Students will apply the knowledge they have gained over the first 3 years by starting and running a real business through the Junior Achievement Fellows program. Students will hire a Board of Directors and conceptualize a product or service and bring it to market. They will capitalize the firm by selling stock. Then they will source the product, brand it, package it, develop sales channels and supply chains and learn how to

communicate the value proposition the product represents. Students keep all the profits as the company is liquidated at the end of the school year. Students will also earn 2 industry certifications and will be provided with a chord of distinction for graduation. First, they will earn Entrepreneurship & Small Business Masters Certification. Entrepreneurship and Small Business is a certification sponsored by Intuit and the Network for Teaching Entrepreneurship, which ensures tomorrow's leaders are prepared with the toolkit they need to get ahead in today's competitive landscape. Whether you are starting a bakery or launching the next billion-dollar startup, ESB validates a student's understanding of core business principles, including the essentials needed to launch and maintain a successful business. Then students will also earn the HTM Industry Certification. This portable credential which is recognized by the hospitality industry around the world. aligns with higher level certifications offered by AHLEI, opening doors for students who want to become managers, executives, or specialized professionals in the hospitality industry.

Teacher Assisting (Research - Local Honors)

Credit: 1.0

This course is designed to develop competencies related to the role, regulations, and career path of teacher assistants; the role of education; leadership activities; instructional technology, interpersonal and communication skills; maintaining appropriate student behavior; and educational-support tasks.

OTHER ELECTIVES

Leadership Skills (Latinos in Action)

Credit: 1.0 **Prerequisite:** Students must maintain a 2.0 GPA or higher.

This program focuses on providing students with increased opportunities for educational, service, cultural and leadership experiences, while empowering them to complete their high school education and attend a college or university after graduation. The course includes: high-quality classroom instruction on college readiness, personal development, biculturalism and professionalism; literacy tutoring opportunities at feeder elementary and middle schools; exploration of cultural heritage through literary and performing arts; and leadership opportunities through student-led service, social and professional committees.

Leadership Skills (SGA)

Credit: 1.0 **Prerequisite:** Requires an application with teacher recommendations.

Student Government teaches organizational and leadership techniques to student leaders. Focus is on learning skills necessary to lead groups into achieving specified goals and objectives. Special projects and school-wide issues are used to provide field experiences for student leaders to develop their leadership skills. Leadership styles are explored so that students can find the techniques that work best for them. Exceptional leaders of the present and past are studied as role models.

Math Leadership Honors

Credit: 1.0 **Prerequisite:** Must be enrolled in Algebra 2 honors or higher with at least a level 4 on the Algebra 1 and Geometry EOC.

Math teacher recommendation and application are required.

This course is targeted for advanced math students who are eager to offer their expertise and assistance to other students in Algebra 1or Geometry as the teacher assistant.

Peer Counseling

Credit: 1.0 **Prerequisite:** Minimum 2.5 GPA and an application is required.

Peer Counselors observe national initiatives such as Anti-Bullying Week, Peace Week, Teen Dating Violence, and Disability Awareness, just to name a few. We basically provide public service announcements about important issues to the school and community. We love to spread positivity across our campus and provide peer help when requested. Peer Counseling offers an environment where you can gain self-awareness and share interests and beliefs with your classmates. It's a wonderful place to be!

HEALTH & FITNESS

Advanced Weight Training/Power Weight Training

Credit: 1.0 **Grade(s)**:11-12 **Prerequisite:** Successful completion of HOPE or Personal Fitness **AND** Beginning/Intermediate Weight Training

This course's purpose is to develop the physical skills necessary to be competent in many forms of movement relating to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

Basketball/Ind Dual Sports 2

Credit: 1.0 **Grade(s)**:10-12 **Prerequisite:** Successful completion of HOPE or Personal Fitness

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of basketball 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.

Beginning Weight Training/Intermediate Weight Training

Credit: 1.0 **Grade(s):**10-12 **Prerequisite**: Successful completion of HOPE or Personal Fitness

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.

Outdoor Education/Care & Prevention of Athletic Injuries

Credit: 1.0 **Grade(s)**: 9-12 **Prerequisite:** None

The purpose of this course is to develop the skills necessary to prevent and care for athletic injuries. The integration of fitness concepts throughout the content is critical to the success of this course. This is not an activity style class; it is classroom based.

Personal Fitness/Lifestyle Design

Credit: 1.0 **Grade(s)**: 9-12 **Prerequisite:** None

Personal Fitness is a graduation requirement. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

Team Sports 1 &2

Credit: 1.0 **Grade(s)**:10-12 **Prerequisite:** Successful completion of HOPE or Personal Fitness

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.

Team Sports 3 & 4

Credit: 1.0 **Grade(s)**:11-12 **Prerequisite:** Successful completion of HOPE or Personal Fitness **AND** Team Sports I/II or basketball.

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.

Yoga/Aerobics 1

Credit: 1.0 **Grade(s)**:10-12 **Prerequisite:** Successful completion of HOPE or Personal Fitness

This course introduces students to the physical and mental benefits of Yoga. Students will learn the foundations of yoga while developing their muscular strength, balance and flexibility. Students will also learn a variety of mindfulness strategies such as breathwork and meditation that can be applied in their day to day lives to manage stress and anxiety.

Yoga/Aerobics 2

Credit: 1.0 **Grade(s)**:11-12 **Prerequisite:** Yoga 1

Yoga 2 the students are mastering sun salutations, learning advanced postures, and diving deeper into mindfulness. These students take field trips and have guest speakers. There is also a writing component. This class satisfies the online credit requirement.

Yoga/Aerobics 3

Credit: 1.0 **Grade**:12 **Prerequisite:** Successful completion of Yoga 2

Yoga 3 the students continue to master sun salutations, learning advanced postures, and diving deeper into mindfulness. These students take field trips and have guest speakers. There is also a writing component. This class satisfies the online credit requirement.

FINE ARTS

MSD Drama

Enter the world of theater! We have an award winning program at MSD, you can be on the stage or behind the scenes – find the right place for you.

Acting 1

Credit: 1.0

Introductory class that includes improvisation, speech, monologues, duet and ensemble acting. Inspires students' confidence for public speaking and self-confidence within the group. A fun, interactive class that teaches the principles of acting.

Acting 2, 3, 4 Honors

Credit: 1.0

An advanced acting class for students who want to explore the art and style of acting deeper. Students in this class have already completed Acting 1. This class will build on the skills learned in Acting 1 and will include deeper exploration of acting techniques through improvisation, monologues, duet and ensemble acting. It will also include scene analysis and script writing.

Costumes Makeup and Hair

Credit: 1.0

This is an advanced class where students will study all facets of costume, makeup, and hair design for the stage. Students will be required to bring applicable art and craft supplies for each area as needed. Students will apply for District Thespian competition for Technical Design in any of the following areas: Costume Design, Costume Construction, Makeup Design.

Technical Theatre 1

Credit: 1.0

This is an introductory class that includes stage management, stage design and the theater space, and an introduction to lighting and sound. This class requires some after-school hours for events held at school and will yield service hours for students quarterly as well as build on leadership skills.

Technical Theatre 2, 3, 4 Honors

Credit: 1.0

This is an advanced class for students who have completed Technical Theatre 1. This class builds and strengthens the skills learned in level 1 and yields more responsibility to leading in stage management, sound and lighting. Students in the class work independently on school performances, presentations, and meetings throughout the school year.

Theater I

Credit: 1.0

Open to anyone. Introductory class that includes dramatic history; studies may include Greek, Roman, Asian, and Elizabethan theater. Students will explore script analysis, direction and performance; basic language of the stage and performing arts, as well as theatre appreciation.

Theater Production 1, 2, 3 Honors, 4 Honors

Credit: 1.0

If you LOVE the theatre and all aspects both on the stage or behind the scenes, take this class! This is an advanced class where students will produce, direct, and design stage plays, musicals, and one acts for performance for South Florida Cappies, District Thespians and Florida State competition. Students are expected to have taken drama or musical theatre class in 8th grade if admitted as a freshman. Students must fill out an application and have an interview and audition. All students are required to participate at competition level and on all productions whether acting on the stage or working backstage in tech. Students must also be part of the drama club and gain membership to the International Thespian Society. Rehearsals require after school and possible weekend commitments (production dues and fundraising through Booster Organization is expected). Season auditions are the first week of school.

2-D Studio Art I, II, III Honors

Credit: 1.0 **Prerequisite**: Studio Art II and III require the Instructor's approval.

This year-long intermediate-level class promotes the enjoyment and appreciation of art as students strengthen their use of media and techniques to create both teacher-assigned and self-directed two-dimensional (2D) artworks, which may include drawing, painting, printmaking, collage, and more. Special note: this course incorporates hands-on activities and consumption of art materials.

AP ART 2D/3D/Drawing

Credit: 1.0 **Prerequisite:** Students must present a portfolio of artwork to the instructor for approval prior to having their course card signed. Must have taken 2-D Studio Art I & 2-D Studio Art II.

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in drawing. The content should include but not be limited to, the following: experiences in the development of skills in the perpetual and conceptual aspects of drawing, techniques of preparation, presentation and evaluation of portfolio content.

Ceramics I

Credit: 1.0

Students will recognize the stages, properties, possibilities and limitations of clay and glazes by creating functional and nonfunctional works using hand-building techniques (pinch, slab, and coil). They will learn to understand the media and tools used in working with clay and fired ceramics. Numerous surface treatments and decorating techniques will be explored. Craftsmanship and quality in the surface and structural qualities of the completed art forms will be emphasized. Students in the ceramics art studio focus on the use of safety procedures for process, media, and hand-building techniques. Methods of working with clay that have evolved from various cultures around the world will be discussed. This course incorporates hands-on activities and consumption of art materials.

Special Note: This introductory course fulfills the Fine Art graduation requirement and is the pre-requisite for Ceramics II.

Ceramics II

Credit: 1.0 **Prerequisite:** completion of Ceramics I with a C or better (grades 10–12).

Students will continue their exploration of the stages, properties, possibilities and limitations of clay and glazes by creating functional and nonfunctional works using hand-building techniques (pinch, slab, coil and modeling). They will understand the media and tools used in working with clay and fired ceramics. More advanced surface treatments and decorating techniques will be explored. Craftsmanship and quality in the surface and structural qualities of the completed art forms will be emphasized. Students in the ceramics art studio focus on use of safety procedures for process, media, and hand-building techniques. Methods of working with clay that have evolved from various cultures around the world will be considered. This course incorporates hands-on activities and consumption of art materials.

Ceramics III Honors

Credit: 1.0 **Prerequisite:** Successful completion of Ceramics II and instructor approval (grades 11-12).

Students will continue to experiment with processes, hand-building techniques, and media. They will rely on creative problem solving as they work more independently on challenges. Craftsmanship and quality are to be reflected in the surface and structural qualities of the completed art forms. Students in the Ceramics III studio focus on use of safety procedures for process, media, and hand-building 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.

Digital Art Img (Digital Drawing 1)

Credit: 1.0

This course introduces students to the fundamentals of digital drawing, blending traditional art principles with modern technology. Using industry-standard software and tools, students will explore techniques for creating digital illustrations, including layering, brush customization, color theory, and texture application. Projects will range from observational studies to imaginative compositions, fostering creativity and technical proficiency. By the end of the course, students will build a portfolio of digital artworks and gain the skills to apply digital drawing in personal and professional contexts. This course is ideal for beginners and those transitioning from traditional to digital mediums.

Drawing 1

Credit: 1.0

This course explores fundamentals of drawing, focusing on building technical skills and developing an understanding of composition, line, value, and form. Students will work with a variety of materials, such as pencil, charcoal, and ink, to create observational and imaginative drawings. Emphasis will be placed on mastering techniques, creative expression, and the critique process. By the end of the course, students will develop confidence in their drawing abilities and a portfolio of completed works.

Portfolio Development 2D, 3D, Drawing

Credit: 1.0 **Prerequisite:** Portfolio Development II and III require the instructor's approval.

Sculpture I

Credit: 1.0 **Prerequisite:** Studio Art II and III require the instructor's approval.

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Sculpture, students explore three-dimensional form in traditional and nontraditional materials. The student will study form, volume, and space relationships through the exploration of decorative, utilitarian, and conceptual

approaches to sculpture. The study of sculptural form in a variety of media during various historical and cultural periods will guide the development of the student's ability to make personal aesthetic and critical judgments. Career opportunities in the arts and arts-related fields will be explored.

Music

MSD offers a variety of music programs including our award-winning international Band program.

Advanced Band II, III, IV (Wind Orchestra)

Credit: 1.0

Audition Required – Open to the more experienced musician. (Woodwind, Brass, Percussion, Piano). Pre-requisite: instructor approval.

Beginning Percussion Class (Instrumental Ensemble I)

Credit: 1.0

Open to anyone – No experience necessary. Students learn to play Percussion Instruments at an entry level.

Guitar I

Credit: 1.0

Open to anyone – No experience necessary. This course develops guitar performance proficiency using a variety of techniques. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and improvisation and composition techniques. The content should include, but not be limited to, the following: performance of a variety of guitar literature using appropriate articulations, dynamics, phrasing, tempo, and style; use of proper posture, hand position, fingering, and technique; interpretation of melodic and rhythmic notation in a variety of key signatures and meters; composition, arrangement, and improvisation techniques; analysis and evaluation of individual and ensemble performance; responsible participation in music activities; roles and influence of guitar music and musicians in culture, society, and everyday life.

Guitar II

Credit: 1.0 **Prerequisite:** completion of Guitar I

Open to anyone with at least one year of Guitar experience.

Intermediate Band I, II (Symphonic Winds)

Credit: 1.0

No Audition - Open to anyone with at least one year of Band experience (Woodwind, Brass, Percussion). This is the class that ALL of the Middle School Band students should sign up for.

Intermediate Percussion (Instrumental Ensemble II)

Credit: 1.0

Students build off of their experience in beginning Percussion. Pre-requisite: instructor approval.

Jazz Ensemble I, II, III, IV (Jazz Band)

Credit: 1.0

No Audition - Open to anyone with at least one year of Band experience. (Woodwind, Brass, Drummer, Guitar, Electric Bass, Piano, Auxiliary Percussionist).

Music Theory

Credit: 1.0

Open to anyone – No experience necessary. This course delivers an introduction to music which will enable a student to pursue the piano or an instrument. Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Piano (Keyboard)

Credit: 1.0

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

String Orchestra I, II, III, IV

Credit: 1.0 **Prerequisite:** minimum of 1 year on the instrument.

Open to String musicians (Violin, Viola, Cello, Bass).

Color Guard (Dance/Eurhythmics)

Credit: 1.0

Dance Rep/ Eurhythmics is a full year performance-based course that combines Flanagan's World Champion Color Guard skills with dance class. Students will learn the fundamentals of movement and color guard as well as have the opportunity to participate in performances after school alongside the marching band and winter guards. There will also be several opportunities for travel with performances. No experience is needed and tryouts for the after-school portion of the program will take place May 7th, 9th, 14th, 21st & 28th from 4:30-6:30pm in the FHS mini-gym. For examples of Flanagan Color Guard performances go to www.youtube.com and search "Flanagan Color Guard." For questions, contact Mr. Broadbent, Flanagan Color Guard Director at DnBroad@me.com.

Course Options Include: Dance Repertory I (no prerequisite for level I), Dance Repertory II, III, IV (II – IV is for World Guard and participation in the after-school color guard is required, additionally, instructor approval is required for level III and IV), Eurhythmics II, III, IV (prerequisite is instructor approval).

ARMY JROTC

Army JROTC I

Credit: 1.0

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

Army JROTC II

Credit: 1.0 **Prerequisite:** JROTC I

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. This course introduces the concept of equal opportunity and fair treatment of minorities and prevention of sexual harassment. It provides instruction on leadership skills and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, physical fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

Army JROTC III

Credit: 1.0 **Prerequisite:** JROTC II

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

Army JROTC IV

Credit: 1.0 **Prerequisite:** Naval JROTC III

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

WORLD LANGUAGES

AP Spanish Language

Credit: 1.0 **Prerequisite:** Modern World Languages IV or mastery of Student Performance Standards corresponding to Modern World Language IV and teacher consultation.

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

French I / Spanish I

Credit: 1.0

Modern World Languages I introduces students to the target language and its culture. The student will develop communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture.

French II / Spanish II

Credit: 1.0 **Prerequisite:** Modern Language I (French I or Spanish I).

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

French III/IV Honors

Credit: 1.0 **Prerequisite:** Students must be enrolled in both courses

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

Spanish III Honors

Credit: 1.0

Modern World Languages III provides mastery and expansion of skills acquired by the students in Modern World Languages II. Specific content includes, but is not limited to, expansion of vocabulary and conversational skills through discussions of selected readings. Students' acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities, which are important to the everyday life of the target language-speaking people. At least 50% of the course is conducted in the targeted language

Spanish IV Honors

Credit: 1.0

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

Spanish V Honors

Credit: 1.0 **Prerequisite:** For Native Spanish Speakers

This course reinforces the development of oral and written communication and the study of the lives and contributions of well-known twentieth century Spanish and Hispanic American historical figures, writers, artists, and musicians, as reflected in letters, speeches, and biographies. Included in this course is practice in descriptions of story characters, real persons, animals, and natural phenomena, as well as memorization of facts and ideas.

MATH

Algebra I/IA, I, I Honors (EOC)

Credit: 1.0

Algebra I is a course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, perform set operations, use fundamental concepts of logic including Venn diagrams, describe the concept of a function, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y- intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, factor polynomial expressions, perform operations with polynomials,

simplify and solve algebraic ratios and proportions, simplify and perform operations with radical expressions, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations and inequalities in two and three variables.

Course Options: Students will be placed in the appropriate Algebra I course according to their current performance in mathematics. The Algebra I/IA course takes two periods of the eight-period schedule amassing 2.0 credits in total. The Algebra IA portion of the course may not meet the academic requirements for entry into the State University System of Florida or for some Bright Futures Scholarship Program and it does not meet requirements for NCAA.

Special Note: This course satisfies the algebra graduation requirement. Students completing this course will be required to take the State of Florida End-of Course Algebra Exam. This course meets an academic unit for some Bright Futures Scholarship Programs.

Algebra II, II Honors

Credit: 1.0 **Prerequisite:** Algebra IB/I/I Honors and Geometry/Geometry Honors

Algebra 2 is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include structure and properties of the complex number system; arithmetic and geometric sequences and series; relations, functions, and graphs extended to polynomial, exponential, and logarithmic functions; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; varied solution strategies including the quadratic formula for quadratic equations; conic sections and their applications; and data analysis, including measures of central tendency and dispersion, and probability, permutations, and combinations.
Special Note: This course meets an academic unit for some Bright Futures Scholarship Program.

AP Calculus AB

Credit: 1.0 **Prerequisite:** Pre-Calculus and teacher Consultation

AP Calculus AB is a course designed to offer students college level mathematics under The Advanced Placement Program guidelines. Topics shall include elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, and applications of the integral. Students must take the Advanced Placement Examination offered by the College Board.
Special Note: This course meets an academic unit for some Bright Futures Scholarship Program.

AP Calculus BC

Credit: 1.0 **Prerequisite:** AP Calculus AB, Teacher Recommendation

AP Calculus BC is a course designed to offer students college level mathematics under the guidelines of The Advanced Placement Program. Topics shall include elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, antiderivatives, definite integrals, indeterminate forms, and applications of the integral. Students must take the Advanced Placement Examination offered by the College Board.
Special Note: This course meets an academic unit for some Bright Futures Scholarship Program.

AP Statistics

Credit: 1.0 Core **Prerequisite:** Algebra 2 Honors and Teacher Recommendation

AP Statistics is a course designed to give students college level mathematics under the guidance of the Advanced Placement Program. Topics shall include exploratory data (observing patterns and departing from data, planning a study, deciding what and how to measure), producing models using probability and simulation, and statistical inference. Students must take the Advanced Placement Examination offered by the College Board.

Special Note: This course meets an academic unit for some Bright Futures Scholarship Program.

Discrete Math Honors & Trigonometry Honors

Credit: 1.0

Trigonometry: the purpose of this course is to emphasize the study of functions and other skills necessary for the study of Calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction: and matrix algebra.
Analysis of Functions: The purpose of this course is to enable students to develop advanced mathematics knowledge and skills in algebra and trigonometry, using functions as a unifying theme. Topics shall include, but not be limited to, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, piece-wise, polynomial, exponential, logarithmic and trigonometric, describe end behavior of polynomial functions, identify discontinuities and asymptotes of rational functions, perform operations and compositions of functions, and varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, non-linear systems of equations, quadratic, polynomial, rational, radical, exponential, logarithmic equations.

Special Note: These two courses are offered in-tandem (at 0.5 credits each), they are co-requisites. Students will take Trigonometry Honors in the fall semester and Analysis of Functions Honors in the spring semester. This course meets an academic unit for some Bright Futures Scholarship Program.

Geometry Double Block (Foundations of Math), Regular, Honors (EOC)

Credit: 1.0

Geometry is a course designed to develop the geometric knowledge that can be used to solve a variety of real-world and mathematical problems. The content will include geometric constructions; terminology and fundamental properties of geometry; deductive and inductive reasoning and their application to formal and informal proof; formulas pertaining to the measurement of plane and solid figures; coordinate geometry and transformations on the coordinate plane; exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity; properties of circles; and right triangle trigonometry.

Course Options: Students will be placed in the appropriate Geometry course according to their performance in Algebra I or Honors. The Geometry/Informal Geometry course takes two periods of the eight-period schedule amassing 2.0 credits in total. The Foundational Skills in Math portion of the course may not meet the academic requirements for entry into the State University System of Florida or for some Bright Futures Scholarship Program and it does not meet requirements for NCAA.

Prerequisite: Algebra I or Honors.

Special Note: This course satisfies the geometry graduation requirement. Students completing this course will be required to take the State of Florida End-of Course Geometry Exam. This course meets an academic unit for some Bright Futures Scholarship Program and NCAA.

Math For College Algebra

Credit: 1.0 Core **Prerequisite:** Algebra 2.

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

Math For College Liberal Arts

Credit: 1.0 Core **Prerequisite:** Must have taken Algebra I and Geometry

This course is for students who have taken Algebra 1 and Geometry and need more time to remediate their foundational algebra skills. It is targeted for students, whose test scores on the Algebra 1 EOC and Geometry EOC are at or below the established cut scores for mathematics, indicating that they are not yet “college ready” in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Common Core Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

Math for Data & Financial Literacy Honors

Credit: 1.0 Core **Prerequisite:** Must be a senior who has met their Algebra I and Geometry EOC graduation requirements

This course is targeted for grade 12 students and instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short-and long term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

Pre-Calculus Honors

Credit: 1.0 **Prerequisite:** Completion of Algebra II Honors with an A

This course emphasizes the study of functions and other skills necessary for the study of calculus. Topics shall include, but not limited to, polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra.

Special Note: This course meets an academic unit for some Bright Futures Scholarship Program.

Probability & Statistics Honors

Credit: 1.0 Core **Prerequisite:** Completion of Algebra II/II Honors

Probability and Statistics is a full year course designed to explore the concepts of probability, elementary statistics, and hypothesis testing. Topics shall include, but not be limited to random experiments, probability concepts, permutations, combinations, sample space, binomial distribution, concepts of descriptive statistics, measure of central tendency, measures of variability, normal distribution, the t-distributions, the chi-squared distributions, the F-distributions, and applications of various nonparametric statistical tests.

Special Note: This course meets an academic unit for some Bright Futures Scholarship Program.

SCIENCE

AICE Environmental Management

Credit: 1.0 **Prerequisites**: B or higher in Biology Honors; enrolled in Chemistry (concurrent or previous)

This course seeks to educate students about both local and global environmental issues, systems, patterns, and mechanisms while emphasizing human impact and sustainable development. Through this class, students learn to analyze environmental issues, the importance of sustainability in resource management, and the necessity of a global perspective when considering these diverse issues. *Students must take the AICE Env. Mgmt. exam in the spring.*

AICE Marine Science

Credit: 1.0 **Prerequisites:** B or higher in Biology Honors; C or higher in Algebra I; C or higher in Chemistry; successful completion of AICE General Paper

AICE Marine Science AS Level is a college-level introductory marine science course. Topics covered include geological oceanography, physical oceanography, marine ecology, and impact of human activities on marine ecosystems. Class includes theoretical knowledge and hands-on experiments to help students develop critical thinking and data analysis skills. *Students must take the AICE Marine exam in the spring.*

Anatomy and Physiology I Honors

Credit: 1.0 **Prerequisites**: B or higher in Biology Honors; enrolled in Chemistry (concurrent or previous)

Anatomy & Physiology I Honors will provide students with advanced activities in the structure and function of the components of the human body. Lab activities that include the use of the scientific method, measurement, laboratory apparatus, and dissection are an integral part of this course.

Anatomy and Physiology II Honors

Credit: 1.0 **Prerequisite:** B or higher in Anatomy & Physiology I Honors

This course will build upon the foundation of Anatomy and Physiology I Honors, exploring advanced topics including hematology, endocrinology, immunology, gastroenterology, and nutrition. Students will investigate these topics through dissections, simulations, and independent research. Anatomy and Physiology II Honors is designed to prepare students for college level courses in biological sciences.

AP Chemistry

Credit: 1.0 **Prerequisites**: A in Chemistry 1 Honors; A in Algebra II Honors

AP Chemistry will provide students with a college level course in chemistry and will prepare the student to seek credit and/or appropriate placement in college chemistry courses. Topics will include, but not be limited to: structure of matter, states of matter, chemical reactions, and descriptive chemistry. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus, and safety, are an integral part of this course. *Students must take the Advanced Placement Chemistry exam in the spring.*

AP Environmental Science

Credit: 1.0 **Prerequisites:** B or higher in Biology Honors; C or higher in Chemistry

AP Environmental Science will provide students with a college level course in environmental science and will prepare students to seek credit and/or appropriate placement in college environmental science courses. Topics will include but not be limited to: ecosystem dynamics, biodiversity, dimensions and causes of population growth, natural cycles, pollution, and resources. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus, and safety, are an integral part of this course. *Students must take the Advanced Placement Environmental Science exam in the spring.*

AP Physics 1

Credit: 1.0 **Prerequisites:** B or higher in Honors Chemistry; B or higher in Algebra II Honors

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore the topics of kinematics, dynamics, gravitation, energy, momentum, and electricity. Hands-on laboratory work, with an emphasis on inquiry-based investigations, will provide students with opportunities to demonstrate the foundational physics principles and apply science practices. *Students must take the Advanced Placement Physics 1 exam in the spring.*

AP Physics C

Credit: 1.0 **Prerequisites**: B or higher in AP Physics 1; score of 3 or higher on AP Physics 1 Exam; AP Calculus AB (either concurrent or prior)

AP Physics C will provide students with a college level course in physics and will prepare students to seek credit and/or appropriate placement in college physics courses. Topics will include but not be limited to: (a) mechanics-kinetics, Newton's Laws of Motion, work, energy, power, systems of particles, statics, rotational motion, oscillations gravitation; and, (b) electricity and magnetism, electrostatics, electric current and circuits, capacitance, magnetostatics, and electromagnetism. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus, and safety, are an integral part of this course. *Students must take the Advanced Placement Physics C exams in the spring.*

Astronomy Honors

Credit: 1.0 **Prerequisite:** completion of Honors Science classes with B or higher

Students enrolled in Astronomy Honors will learn about space from the inside out – starting near Earth and then moving out to the farthest reaches of the Universe. Topics covered include navigation of the sky, a history of astronomy, laws of physics, and the tools of astronomy. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus, and safety, are an integral part of this course.

Biology I (Regular & Honors)

Credit: 1.0 **Prerequisites:** Biology Regular (10th grade): completion of Environmental Regular; or completion of Environmental Honors with C or lower / Biology Honors (10th grade): B or higher in Environmental Honors; reading level of 3 or higher / Biology Honors (9th grade): B or higher in advanced 8th grade science; reading level of 4 or higher

Biology I will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include, but not be limited to: the scientific method, cell biology and cell reproduction, principles of genetics, biological change through time, classification, microbiology, structure and function of plants and animals, structure and function of the human body, and ecology. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus, and lab safety, are an integral part of this course. *Students completing this course will be required to take the State of Florida End-of Course Biology Exam.*

AP Biology

Credit: 1.0 **Prerequisites**: A or B+ in Biology I Honors; A or B+ in Chemistry I Honors; A or B in Algebra II Honors

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

Chemistry I (Regular and Honors)

Credit: 1.0 **Prerequisites:** Chemistry Regular: B or higher in Algebra I; C or higher in Biology ***/*** Chemistry Honors: B or higher in Algebra I / Honors; B or higher in Biology Honors

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

Environmental Science (Regular/Honors)

Credit: 1.0 **Prerequisites:** Environmental Science Regular: reading level of 1 or 2; completion of regular 8th grade science with C or lower / Environmental Science Honors: reading level of 3 or higher; completion of regular 8th grade science with B or higher

9th grade students only. This course covers ecological principles, wildlife management, and habitat conservation from the lens of a wide array of topics including forests, grasslands, and wetlands.

Forensic Science Honors – Local Honors

Credit: 1.0 **Prerequisites:** completion of Biology Honors with C or higher OR completion of Biology Regular with B+ or higher; teacher recommendation

The overall aim of the course is to examine forensic techniques and innovations used to solve crimes. It focuses on basic scientific principles and laboratory processes used in the field, such as DNA testing, presumptive tests, and material analysis. Investigative experiences for students may include fingerprinting, blood typing simulations, and fiber analysis. Students may also study crime scene investigation and evidence collection using mock crime scenes.

Health Science Anatomy and Physiology Honors

Credit: 1.0 **Prerequisites:** completion of Biology I with B or higher; previous or concurrent enrollment in Chemistry I

The Health Science Anatomy & Physiology course provides a comprehensive overview of the human body's structure and function, focusing on the relationships between anatomical systems and their physiological processes. The course emphasizes the use of medical terminology throughout to aid students in preparation for a career in the health occupations. Students choosing this course should be interested in continuing in the Allied Health certification program, with the potential to earn industry certification. A foundational understanding of biology and chemistry is essential for success in this course.

Integrated Science Honors

Credit: 1.0 **Prerequisites**: completion of Biology Honors with C or higher OR completion of Biology Regular with B+ or higher; teacher recommendation

Integrated Science Honors is an interdisciplinary science course, enabling students to tackle real-world challenges through project-based learning and science, technology, engineering, and mathematics methodologies. Students will participate in hands-on experiences, collaborative projects, and inquiry driven learning to deepen their understanding of scientific principles and develop usable skills for post-graduation life. Topics covered may include forensics, robotics, programming, environmental issues, and scientific literacy.

Marine Science I (Regular & Honors)

Credit: 1.0 **Prerequisites:** Marine Science I Regular: C or higher in Biology Regular or Marine Science I Honors: B or higher in Biology Honors

Marine Science I is an interdisciplinary course in which students will learn about the geology, chemistry, physics, biology, and ecology of the ocean environment. Marine Science I (both regular + honors) requires student experimentation, dissection, and written lab reports.

Marine Science II Honors

Credit: 1.0 **Prerequisite:** B or higher in either Marine Science I Honors OR AICE Marine

A more advanced Marine Science class with in-depth study of complex marine animals, in addition to examining major issues in aquatic systems and understanding how the ocean environment impacts the rest of the world. A detailed view into specific species, ecosystems, and native marine habitats will be explored. Animal dissection and written lab reports are a required part of this course.

Physical Science

Credit: 1.0

This course is designed as an introduction to basic physics and chemistry concepts. Topics of study may include motion, electricity, waves, matter, chemical properties, and chemical reactions. Students will use scientific inquiry and higher-order problem solving as they explore topics through interactive simulations and hands-on experiments. Collaborative projects and individual assessments aid the student in demonstrating an understanding of the importance of the physical and chemical properties of the world around them.

Physics I Honors

Credit: 1.0 **Prerequisites:** C or higher in Chemistry Honors; successful completion of Algebra 2 (either concurrent or prior)

Physics I Honors will provide opportunities to students for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of this course. Literacy is infused through instructional practices while the mathematical practices focus on applying critical thinking and logical reasoning skills.

SOCIAL STUDIES

African History Honors

Credit: 1.0

The African History course consists of the following content area strands: World History, American History, Geography, Economics, and Humanities. The primary content emphasis for this course pertains

This course examines the events and ideas that have influenced the African continent, from prehistory to today. Students will investigate historical, geographic, political, economic, social, and cultural concepts that have shaped African nations, including but not limited to: the physical geography and regions of Africa, traditional religious and cultural practices, the impacts of colonialism, independence movements and nationalism, important figures and events in African history, and current events. Students will build a nuanced understanding of and appreciation for the continent, and for how it has been shaped by both internal and external forces.

AP Human Geography

Credit: 1.0 **Prerequisite:** A or B in previous Honors Social Studies courses and Social Studies Teacher Recommendation.

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

Geography exam. Students will learn through a variety of lectures, projects, and in class activities throughout the year to engage with understanding.

AP Macroeconomics

Credit: .5 **Prerequisite:** Social Studies teacher Consultation

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students must take the Advanced Placement Macroeconomics Exam.

Special Note: Paired with Microeconomics for a full year course of 1.0 credits.

Special Note 2: Students can also choose to take AP Macro with Personal Finance Honors

AP Microeconomics

Credit: .5 **Prerequisite:** Social Studies teacher Consultation

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students must take the Advanced Placement Microeconomics Exam.

Special Note: Paired with Macroeconomics for a full year course of 1.0 credits.

AP Psychology

Credit: 1.0 **Prerequisite**: Social Studies teacher Consultation

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students must take the Advanced Placement Psychology Exam.

AP US Government/ Comprehensive Law Honors

Credit: 1.0 **Prerequisite:** An A or B in previous Honors Social Studies courses and Social Studies teacher consultation

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful

connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Students must take the Advanced Placement U.S. Government and Politics Exam.

In the Comprehensive Law Course the primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

Special Note: AP US Government and Law Honors must be paired to receive a full credit (0.5 credits each).

AP US History

Credit: 1.0 **Prerequisite:** An A or B in previous Honors Social Studies courses and Social Studies teacher consultation

The Advanced Placement US History (APUSH) course is considered the equivalent of a full-year college survey course in US History. APUSH is a chronological and thematic survey of US history covering the time period of pre-Colonial America (1491) to contemporary America. The course is designed to provide students with the analytic skills and factual knowledge to deal critically with the problems and issues faced by the people and leaders in the United States of America. The course will put special emphasis on key historical themes including: American diversity, identity, culture, demographic changes, economic transformations, the environment, globalization, politics and citizenship, reforms, religion, slavery and its legacies in North America, and war and diplomacy.

The course is designed to prepare students for the College Board's AP US History Exam given nation-wide in May. Students who pass the exam (score of 3, 4, or 5) may earn college credits. Most colleges will award SIX college credits for successfully scoring on those levels on the test (equivalent of two semesters). What sets this course apart from an academic course is extensive reading of college-level texts, combined with a heavy emphasis upon analytical skills that include forming and substantiating various historical hypotheses, as well as in-depth work with historical documents. This course counts for students' US History graduation requirement. Students must take the Advanced Placement U.S. History Exam and EOC Exam.

AP World History: Modern

Credit: 1.0 **Prerequisite:** A or B in previous Honors Social Studies courses and Social Studies teacher consultation

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students must take the Advanced Placement World History Exam.

Dual Enrollment Critical Thinking/Philosophy Honors

Credit: 1.0

The Critical Thinking Dual Enrollment Course through Broward College offers students an opportunity to explore a variety of learning strategies to kickstart the college experience, identify career options and pathways to success, and develop skills for lifelong and responsible citizens. This course is focused on helping students understand the expectations of higher learning environments and navigating the transition into college.

History of the Holocaust Honors

Credit: 1.0

This course investigates the events and historical contexts of the Holocaust: the systematic, planned attempted to annihilate the Jewish people in Europe, perpetrated by the Nazi regime and collaborators. Students will examine not only the events of the era but the social factors that drove them, analyzing the ways in power and prejudice were weaponized against targeted groups, including other victims of Nazi persecution.
Students will analyze topics including but not limited to: the historical roots of antisemitism, circumstances in Europe during & after the First World War, the origins of Nazi ideology (e.g. nationalism, fascism, eugenics), and the Nazi rise to power. Students will explore key moments that shaped the Holocaust as a deliberate, destructive series of events, as well as the circumstances & choices faced by the Jewish people.

Special Note: History of the Holocaust Honors & World Literature Honors must be paired to receive a full credit (0.5 credits each).

International Relations Honors

Credit: 1.0

The International Relations course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

Personal Finance/Economics & Honors

Credit: 1.0
In Economics and Personal Finance, instructional time will emphasize eight areas: (1) developing fundamental concepts of economics, (2) using microeconomic concepts to describe how individual consumers, businesses, and government make decisions in a market economy and understand the benefits of using the market to distribute goods, (3) using macroeconomic concepts to understand the key indicators that measure the economy and how fiscal and monetary policy can be used to influence the economy and reduce the swings of the business cycle, (4) exploring international trade, analyzing the gains countries could receive through trade and understanding the stages of economic development, (5) exploring personal financial decisions, including understanding cognitive biases' impact on decision-making and developing personal or family budgets to weigh the costs and benefits of purchasing goods and services, (6) understanding how wages and salaries are earned, the types of taxes owed, evaluating post-secondary paths, career options, and planning for future through investment accounts and retirement plans, (7) analyzing the benefits of saving

now by earning interest, comparing various savings accounts and services offered by financial institutions, determining the advantages and disadvantages of credit accounts and loans, and comparing investment choices by analyzing rates of return, risk, diversification, and associated fees; and (8) recognizing and mitigating risks that can result in lost income, health, or identity through insurance and other risk management strategies.

Philosophy Honors

Credit: 1.0

The primary content emphasis for this course pertains to the study of, the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies. Explore the nature of reality, theories of knowledge, and the study of value.

Special Note: Dual Enrollment Critical Thinking & Philosophy Honors must be paired to receive a full credit (0.5 credits each).

Psychology I/II *Local Honors

Credit: 1.0

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. The Common Core State Standards for Literacy in History/Social Studies are included in this course. The content should include, but is not limited to, the following: major theories and orientations of psychology: psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, mental health.

Sociology Honors & Ethics Honors

Credit: 1.0

Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

The Ethics course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena. The course is highly based on class discussions, projects (both individual and group) and group participation.

Special Note: Sociology Honors & Ethics Honors must be paired to receive a full credit (0.5 credits each).

US Government/Law

Credit: 1.0

American Government will provide students the opportunity to acquire an understanding of American government and political behavior. Content to be covered will include, but not be limited to, an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights), a comparison of the roles

of the three branches of government at the local, state, and national levels, an understanding of the evolving role of political parties and interest groups in determining government policy, how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted, and the importance of civic participation in the democratic political process. This course is paired with a semester of Law.

In the Comprehensive Law Course the primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally. This course is paired with a semester of US Government.

Special Note: US Government and Law must be paired to receive a full credit (0.5 credits each).

US History & Honors
Credit: 1.0

United States History course consists of the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Students must take the End of Course Exam.

World History & Honors
Credit: 1.0

World History will provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Specific content to be covered will include, but not be limited to, an understanding of geographic-historic and time-space relationships, a review of pre-history, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies.

ELA & READING

AP Capstone Seminar
Sophomore or Junior Level
Prerequisites: AP Human Geography or AP World History, or recommendation from English Honors/AICE teacher

AP Seminar is a foundational course in the AP Capstone program. The course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, conduct their own research in topics of their choosing, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments. Successful completion of the course's two performance tasks as well as the AP exam results in college credit. Students can also earn the Capstone Diploma in addition to their Stoneman Douglas Diploma by completing and passing AP Seminar, AP Research, and any four additional AP courses.

AP Capstone Research

(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.) AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

AICE General Paper AS

Credit: ELA Core 1.0 **Prerequisite:** Passing FAST score & English teacher Recommendation

English language course with an emphasis on deep analysis, critical thinking, research and evidence-based argumentation.

This class teaches students to be global citizens. The course encourages learners to develop a maturity of critical thought and argument, and mastery of written expression in the English language. Passing the AICE exam can provide university-level credit. The English General Paper class will prepare students to write for the two-day AICE Exam as well as other standardized testing.

AP English Language/Composition

Credit: 1.0 **Prerequisite:** Two English credits

AP English Language provides a study of the semantic, structural, and rhetorical resources of the English language, as they relate to the principles of effective writing. Examples of prose from various fields and periods serve as models of

effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Students develop individual writing styles adaptable to writing needs in college. Students must take the Advanced Placement Examination offered by the College Board.

AP English Literature/Composition

Credit: 1.0 **Prerequisite:** Three English credits

AP English Literature involves students in the study of the semantic, structural, and rhetorical resources of the English language, as they relate to the principles of effective writing. Students learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students acquire an understanding of the resources of the language and an understanding of the writer's craft. Students develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. Students must take the Advanced Placement Examination offered by the College Board.

Creative Writing I/II, III, IV, V

Credit: 1.0

In creative writing, students will have an opportunity to practice their unique styles in many different writing genres such as narratives, fables, myths, short stories, poetry, and more. Students are expected to share some of what they write and offer constructive feedback on what others share. *(Creative Writing III, IV, and V are Honors courses)*

Debate I, II (Local Honors)

Credit: 1.0
The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public speaking/debate in a variety of settings. This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present speeches.
Special Note: Student must participate in after-school and/or weekend tournaments to earn their local honors credit

Debate III, IV, V, VI, VII Honors (Competitive)

Credit: 1.0

The purpose of this course is to hone students' advanced and complex skills, understanding, and application of language arts as it applies to oral communication concepts and strategies for public speech and debate. Students are challenged to think and collaborate critically on the content they are learning and will be asked to produce and present complex, well-structured, developed arguments, applying oral communication concepts and strategies for public speech and debate in a variety of given settings.
Special Note: Student may be required to do some work outside of regular school hours to participate in after-school and/or weekend tournaments.

English I and I Honors

Credit: 1.0

English I provides instruction in the language arts strands of reading, writing, speaking, listening viewing, language, and literature. It offers instruction in reading and vocabulary strategies necessary for comprehension of printed materials;

research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in prepared or timed form (prewriting, drafting, editing, proofreading, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres, and the study of language concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the courses.

English II and II Honors

Credit: 1.0 **Prerequisite:** One English credit

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

English II Through ESOL

Credit: 1.0

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas. The content should include, but not be limited to, the following: vocabulary for formal and informal conversation; reading and writing skills; integrated communication skills for school and work.

Special Note: For Non-English Speakers.

English III and III Honors

Credit: 1.0 **Prerequisite:** Two English credits

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

English III Through ESOL

Credit: 1.0

Special Note: For Non-English Speakers.

English IV and IV Honors

Credit: 1.0 **Prerequisite:** Three English credits

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

Journalism I (Yearbook)

Credit: 1.0

Intro to Journalism (Journalism 1) enables students to develop fundamental skills in journalism and journalistic media production. The course covers interviewing, writing news, sports, feature and opinion stories, photojournalism, advertising, social media, journalism ethics and graphic design. The course is a prerequisite to continue on to either the newspaper or yearbook staff. *Practical Arts Credit*

Journalism II, III, IV (Yearbook)

Credit: 1.0

Journalism provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, feature stories, entertainment reviews, and cartoons. In addition to written work, students will receive instruction in the history and traditions of journalism, as well as workshop experiences in design, advertising, research, interviews, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included. *Special Note:* Students who enroll in Yearbook will be required to dedicate a significant amount of time after school attending school sponsored events to chronicle the year's events.

Journalism II, III, IV, V – Newspaper – Local Honors

Credit 1.0 **Prerequisite:** Teacher Approval

The purpose of this course is to produce the school newspaper. This course enables students to learn and extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms. Students will learn skills to tell stories and package them across various platforms and mediums, demonstrate fundamental skills in layout design, learn organization/management skills, and use of technology for the successful production of the school newspaper. Students will learn to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing using fundamental research skills and networking formats. Students will learn the ethical use of information. Students will also learn skills in photojournalism and graphic design. Students seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. The required selling of ads is part of the business aspect of the curriculum and can count for up to 10% of the grade. This course satisfies the computer competency requirement.

DUAL ENROLLMENT

Dual Enrollment classes require a 114 on the PERT test to quality for enrollment. PERT Testing Tickets are available in Guidance and can be used to bypass the cost of an off-site PERT test.

AVAILABLE FOR THE FALL TERM

Composition I (ENC1101)

High School Credit: 0.5 College Credit: 3.0

ENC1101 is a university parallel course that requires students to learn and practice writing by creating original compositions, exploring basic rhetorical forms such as narration, exposition, and argumentations. Students will also develop research skills and learn to incorporate research material through the writing process. For non- exempt students, placement in ENC1101 is determined by both standard and departmental assessment tests. Students must earn a grade of C or higher to meet the requirements of the Gordon Rule for writing. This is a writing credit course that focuses on extensive writing and revision.

Intermediate Algebra (MAT1033)

High School Credit: 0.5 College Credit: 3.0

This is a course designed for students with strong arithmetic skills (without requiring a calculator) and an algebra background. This course will extend students' algebra skills to include solving systems of linear equations in two variables, factoring polynomials, performing operations on rational expressions, solving rational equations, solving quadratic equations with complex solutions and recognizing relationships between radical expressions and rational exponents. Problem solving involving real-life scenarios is an integral part of this course. In this course, students will enhance their problem-solving abilities and their ability to communicate concepts of algebra in the language of mathematics both orally and in writing.

Introduction to Public Speaking (SPC1608)

High School Credit: 0.5 College Credit: 3.0

This course is designed to provide students with the theory and practice in public speaking with an emphasis on audience and situational adaptation, support and organization of ideas; while factoring audience attention and effective delivery. This course will explore the fundamental training and practical experience for speaking in public, business, and professional situations. Topics include: audience analysis, speech anxiety, critical listening, and preparation and delivery of speeches in various cultural contexts. Students will also learn to effectively incorporate audio and visual aids/ technologies for effective speeches and demonstrate the ability to write clearly. SPC1608 meets the International/Intercultural competency requirement.

Strategies for Success (SLS1001)

High School Credit: 0.5 College Credit: 3.0

This course is tailored for First Time in College students and provides opportunities to: learn about Broward College and higher education; acquire and practice learning strategies; explore personal learning styles; identify career options; and develop life-long skills for responsible citizenship.

AVAILABLE FOR THE SPRING TERM

College Algebra (MAC1105)

High School Credit: 0.5 College Credit: 3.0

This course contains topics such as solving and graphing linear, absolute value and quadratic inequalities; properties of exponents and logarithms; solving radical, absolute value, exponential and logarithmic equations; properties and graphs of quadratic, absolute value, square root, cubic, and cube root functions; and systems of linear equations and inequalities. Applications appear throughout the course.

Composition II (ENC1102)

High School Credit: 0.5 College Credit: 3.0 **Prerequisite:** Composition I (ENC1101)

Composition II is designed to further develop a student's communication skills by building on the writing and critical thinking strategies learned in ENC1101. The course requires students to observe the conventions of Standard American English and create documented essays, demonstrating a students' ability to think critically and communicate analytically. Selected texts supplement the course and provide topics for discussion and assignments. Students use library research methods for primary and secondary sources to produce MLA style-documented and well-argued research essays and projects. This is a writing credit course. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule for writing.

Happiness Cohort – UF (ID2935)

High School Credit: 0.5 College Credit: 3.0 **Prerequisite:** have a 3.0 unweighted GPA. Once interested, must apply to UF directly (ask your counselor) – it's a multi-step application process.

The course has three broad and mutually reinforcing goals:

1. Describe and explain findings about what makes people happy.
2. Discuss the methods of research used to uncover these findings so that students can critically evaluate information related to happiness.
3. Afford you the experience of beginning a habit or practice that enhances well-being.

Introduction to Speech Communication (SPC1017)

High School Credit: 0.5 College Credit: 3.0

This course further provide students with fundamental training and practical experience for researching, organizing, and delivering speeches in public situations and communicating with others in everyday life. This course will focus on public communication in various cultural context with emphasis on academic and scholarly research. Students will also learn to effectively analyze and navigate public communication events. SPC1017 meets the International/Intercultural competency requirement.

Strategies for Success (SLS1001)

High School Credit: 0.5 College Credit: 3.0

This course is tailored for First Time in College students and provides opportunities to: learn about Broward College and higher education; acquire and practice learning strategies; explore personal learning styles; identify career options; and develop life-long skills for responsible citizenship.

AICE CAMBRIDGE

♦ = Only Available to AICE Cambridge Diploma Students

◊ = A La Carte (any student who meets the requirements can enroll)

AICE Cambridge classes are college level courses that provide 2 local honors points just like an AP or Dual Enrollment class. All classes will be AS level unless specifically indicated otherwise. AICE coursework is writing heavy. You will have primarily short answer questions, with little or no multiple-choice questions on the exams. The AICE exams have very little to no flexibility in timing. The test dates are set and you MUST be present for them (without exception). Students will be obligated to pay a fee for missing an exam that was ordered for them – this is often upwards of $140. Some courses are only available to students on the AICE diploma track. Others can be taken a la carte – which means you don't have to be on the AICE diploma track to take the class. The course cards have a symbol to identify which courses are offered a la carte. Some courses count for a core credit (like Science, Math, ELA, History), while most others are elective credits. To access sample exams and understand what each course has to offer, click below:

Past Exams (Papers) for Each AICE Course

Choose a subject, then click on "Past Papers" to see what the test looked like.

Each university has their own requirements for what scores they accept to earn college credit. You should visit the university website to find what's transferable for your school of interest.

AICE Art & Media AS ◊

High School Credit: 1 Elective Credit

Cambridge International AS Level Art & Design encourages learners to explore a range of processes and techniques appropriate to their **chosen area of study**. The syllabus encourages personal responses that are based on knowledge and understanding and skills in art, craft and design.

The four areas of study are listed below:

1. Fine art: • painting • sculpture • print making • experimental – assemblage/construction. • drawing • photography • mixed media
2. Graphic communication: • illustration • packaging design • advertising • typography. • print making • branding • signage
3. Three-dimensional design: • sculpture, ceramics • interior and exterior architecture • environmental design • jewelry and fashion accessories. • product design • interior design • set design
4. Textiles and fashion: • fashion design and/or illustration • constructed textiles • batik • surface pattern. • costume design • screen printing • digital-printed textiles

Component 1

Candidates research, develop and realize a project from one area of study in the syllabus content. There are two parts to the coursework: – a portfolio and – a final outcome.

Component 2

Candidates choose one starting point to develop into a personal response. There are two parts to the assignment: – supporting studies, created during the preparation period and – a final outcome, produced during a supervised test of 15 hours' total duration.

AICE Drama AS ◊

High School Credit: 1 Elective Credit **Prerequisites:** level 3 or higher on the FAST.

Cambridge AS Level Drama provides opportunities for learners to develop their skills as theatrical practitioners, engaging with performance texts in practical and creative ways. It fosters engagement with, and enjoyment of, the study of a wide range of theatrical styles and genres. Through their study, learners will develop as skilled, well-informed, reflective practitioners, able to research ideas and create and interpret meaning through drama.

SPECIAL NOTE: May require after-school rehearsals.

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

AICE English Language AS ♦

High School Credit: 1 English Core Credit
Prerequisites: successful completion of English General Paper (with at least a C) and English teacher recommendation.

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunity calling for the use of different styles and tones. The content should include, but not be limited to the following: understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole; responding critically and aesthetically to fiction and nonfiction; the content specified by the Advanced International Certificate of Education program.

Special Note: Must be on the AICE Cambridge diploma track.

Teacher recommendation from English teacher required.

AICE Environmental Management AS ◊

High School Credit: 1 Science Credit **Prerequisites:** passing score on the Biology EOC and concurrent completion of Chemistry

The AICE Environmental Management course provides a comprehensive understanding of human-environment interactions, focusing on sustainability, environmental systems (air, water, and land), development strategies, impact assessments, conservation, and global challenges such as climate change and pollution. It prepares students to analyze environmental issues, promoting awareness and responsibility while equipping them for future studies in related fields. Students will sit for two end of year exams that include structured questions, data analysis, and scenario-based tasks requiring application of knowledge to real-world situations. Additionally, students will be expected to choose an essay topic and write extensively on that subject.

Teacher recommendation from Science teacher required.

AICE General Paper AS ◊

High School Credit: 1 English Core Credit **Prerequisite:** Passing FAST score & English teacher recommendation

English language course with an emphasis on deep analysis, critical thinking, research and evidence-based argumentation.

This class teaches students to be global citizens. The course encourages learners to develop a maturity of critical thought and argument, and mastery of written expression in the English language. Passing the AICE exam can provide university-level credit. The English General Paper class will prepare students to write for the two-day AICE Exam as well as other standardized testing.

Teacher recommendation from English teacher required.

AICE Global Perspectives AS ♦

High School Credit: 1 Elective Credit

This course provides students with the opportunity to explore global issues while emphasizing critical thinking and reasoning. As a skills-based program, it prepares students for meaningful engagement in our rapidly evolving world. Through critical analysis and reflection on issues of global significance, students broaden their perspectives and develop transferable skills, including research, critical thinking, and effective communication. A key component of the course involves students writing a research report on a topic of their choice, as well as participating in group projects throughout the year.

Activities in Class:
Independent Research Projects: Students will select a global issue of personal relevance, conduct comprehensive research, and produce a detailed report that articulates their findings and perspectives.
Collaborative Group Assignments: Students will work in teams to investigate complex global topics, culminating in formal presentations that highlight their analysis and proposed solutions.
Source Evaluation and Critical Analysis: Students will evaluate the credibility and reliability of various sources, identify potential biases, and develop well-reasoned arguments based on evidence.
Case Study Analysis: Students will apply theoretical knowledge to real-world scenarios, developing problem-solving skills by analyzing and proposing solutions to global challenges.

Teacher recommendation from Social Studies teacher required.

AICE History (US History) AS ♦

High School Credit: 1 Elective Credit

This course provides students with a comprehensive understanding of the United States' historical development, focusing on its transformation from an isolated agrarian society in the 1840s to a global superpower. Students will explore the complexities of key issues and themes within specific historical periods, analyzing and assessing diverse interpretations and perspectives on U.S. history. The course emphasizes two essential historical skills: constructing clear, concise, and logical arguments, and critically evaluating and interpreting course materials as historical evidence. Through this approach, students will deepen their analytical abilities and gain a richer appreciation of the forces that have shaped the United States.

Proposed Activities in Class:

Primary Source Analysis: Students will engage in analyzing original historical documents, such as letters, speeches, and government records, to better understand the viewpoints and motivations of key historical figures, such as Abraham Lincoln during the Gettysburg Address.
Create Historical Timelines: Students will construct detailed timelines to explore significant events in U.S. history, such as the causes of the Civil War or the cultural impact of the 1920s, providing a visual representation of how history has evolved.
Structured Historical Debates: Students will participate in debates where they analyze and defend different perspectives on historical events, such as the causes of the Civil War or the effectiveness of the New Deal, honing their critical thinking and argumentative skills.

Teacher recommendation from Social Studies teacher required.

AICE Marine Science AS ◊

High School Credit: 1 Elective Credit **Prerequisites:** passing score on the Biology EOC and successful completion of Chemistry

The AICE Marine Science AS Level course examines the oceans' role in supporting life on Earth. Students study marine ecosystems, oceanography, human impacts, seawater properties, currents, biodiversity, and sustainable resource management. Through experiments, data analysis, and case studies, students apply scientific concepts to real-world issues, developing problem-solving skills. The course prepares them for further studies in marine science and fosters an understanding of the oceans' importance in global systems.

Students will sit for two end of year exams that consist of short answer questions, calculations, graphing, biological drawing, constructing a table, and planning an investigation.

Teacher recommendation from Science teacher required.

AICE Media Studies AS ◊

High School Credit: 1 Elective Credit

Media Studies provides students with an opportunity to explore and appreciate the role of media in our daily lives. Through a hands-on approach, the course emphasizes the study and analysis of various media forms, particularly film, and examines how media influences and shapes our perceptions and interactions.

Key Areas of Study:

- Film
- Music
- Print Media
- Radio and Podcasts
- Video Games

Students will delve deeply into at least one of these areas and are required to create an original media product. Options include:

- A film opening video, or

- A print magazine project.

This project, which constitutes 50% of the final assessment, must include digital evidence of the creative process and a critical reflection. Students can work individually or in teams of up to four members to complete this component.

Additionally, students will sit for a 2-hour exam at the end of the year. The exam comprises two sections:

Section 1: Analyze a scene from a TV drama, focusing on how meaning is constructed using:

- Camera shots, angles, movement, and composition
- Sound
- Mise-en-scène
- Editing

Section 2: Choose and answer one question related to broader media issues, contexts, and debates, referencing their chosen area of study.

Example Questions:

- How are media institutions using different platforms to engage audiences?
- "In the world of media ownership, bigger is always better." Discuss this statement in the context of your chosen media area.
- To what extent has social media transformed how media products are consumed?

This course equips students with analytical skills, creativity, and a deeper understanding of the dynamic world of media.

Teacher recommendation from English teacher required.

AICE Psychology AS ♦

High School Credit: 1 Elective Credit

This course is designed to deepen students' understanding and appreciation of psychology by examining how psychological research is conducted and applied. Students will review significant studies, gaining insight into the practical applications of psychology and fostering a comprehensive understanding of key themes and issues within the field. The curriculum covers a wide range of topics, including abnormal psychology, cognition and learning, socialization, and psychological diversity. These topics are explored through various lenses, such as education, environmental influences, organizational dynamics, and other relevant factors. A strong emphasis is placed on the role of research and the real-world application of psychological principles, providing students with both theoretical knowledge and practical insights. This course prepares students to think critically and engage meaningfully with the complexities of human behavior.

Proposed Activities in Class:
Psychological Research Simulation: Students will engage in recreating well-known psychological experiments, such as studying memory recall or investigating the influence of suggestion, to gain firsthand experience of how research is conducted in psychology.
Engage in Analytical Debates: Students will explore complex psychological debates, such as the role of genetics versus environmental influences in shaping behavior or the reliability of memory, challenging their reasoning and enhancing their ability to defend their perspectives.
Design and Conduct Research: Students will have the opportunity to develop their own psychological study or survey, gather data, and analyze their results, gaining insight into the research process while fostering critical thinking.
Analyzing Psychological Themes in Media: Students will critically assess scenes from films and television shows, analyzing the psychological accuracy and realism of the portrayals, and exploring how psychology is represented in popular culture.

Teacher recommendation from Social Studies teacher required.

AICE Sociology AS ♦

High School Credit: 1 Elective Credit

This course is designed to help students develop a knowledge and understanding of sociological concepts, theories, methods and research findings, as well as sociological principles, perspectives and applications. It is an awareness of the range and limitations of sociological theory and research and the ability to compare and contrast different theoretical positions and an understanding of the relationship between sociological findings and everyday life, including contemporary social, cultural and political issues. In this course, students will have an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life and an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research inquiry and the collection, analysis and interpretation of data. Students will improve skills of communication, interpretation, analysis and evaluation.

Proposed Activities in Class:
Debates on Social Issues: Students will engage in structured debates on pressing topics such as social inequality, the impact of social media, and cultural diversity, fostering critical thinking and the ability to articulate and challenge differing viewpoints.
Role-Playing Exercises: Through guided scenarios, students will assume the roles of different social groups to deepen their understanding of concepts such as social stratification, gender roles, and intersectionality.
Sociological Fieldwork: Students will conduct research projects, including surveys, interviews, and observational studies, to analyze real-world phenomena such as group dynamics, family structures, or community behaviors.
Creative Sociological Projects: Students will develop presentations, design infographics, or produce short films to illustrate sociological concepts such as deviance, conformity, and cultural shifts, demonstrating their practical relevance.
Media and Film Analysis: By examining scenes from movies, television, and viral media, students will critically evaluate how societal norms, values, and issues are reflected and shaped by popular culture.

Teacher recommendation from Social Studies teacher required.

AICE Spanish Language AS ◊

High School Credit: 1 Elective Credit

Prerequisites: native speaker or Spanish level 4 completed with an entry exam.

The AICE Spanish syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written and improve their communication skills.

They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

Teacher recommendation from World Languages teacher required.

AICE Thinking Skills AS ♦

High School Credit: 1 Elective Credit

Prerequisites: minimum of a level 4 on the Algebra 1 EOC

Cambridge International AS Level Thinking Skills develops a set of transferable skills. The Thinking Skills subject content is divided into two parts, Problem Solving and Critical Thinking. Problem Solving is about making use of the information available to deduce further information, draw conclusions and make choices and decisions. Very often problems will involve numerical information, but problem solving is not a test of mathematics. Critical Thinking is about judging the value or usefulness of evidence and understanding how sound arguments are constructed. Students will encounter a broad variety of topics, often reflecting real-world situations or subjects of debate.

Teacher recommendation from Math teacher required.