EVERGLADES HIGH SCHOOL

AN "A" RATED SCHOOL

CURRICULUM GUIDE SCHOOL YEAR 2026 - 2027

THERE'S NOTHING GREATER THAN BEING A GATOR

PRINCIPAL - MS. MARIE DUPERVAL

INTERN PRINCIPAL- MR. HENRY
ASSISTANT PRINCIPAL- MR. SMITH
ASSISTANT PRINCIPAL- MS. THOMPSON
ASSISTANT PRINCIPAL- MS. ROMAN

EVERGLADES HIGH SCHOOL
"Transforming Education: One Student at A Time"

FIRE ACADEMY
Rigorous Engineering and Design
Life Skills & Wellness
Pre Law
CAMBRIDGE International School
Exercise Science
U.S. ARMY JROTC
Applied Cyber Security

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PRINCIPAL'S MESSAGE

As we prepare for the 2026–2027 school year, I'm excited to share the updated Everglades High School Curriculum Guide. This resource is designed to help students and families navigate the wide range of academic opportunities available and to support thoughtful course planning. Inside, you'll find information to help you choose courses that are both appropriate and challenging, along with an overview of the innovative programs we offer. All courses listed on the Course Selection Sheet reflect the options available for next year.

Whether you're mapping out your college pathway or exploring new areas of interest, our curriculum offers a variety of subjects to support your goals. We encourage you to use this guide fully—talk with your teachers and school counselor, and build a course schedule that matches your strengths, interests, and future plans. Every choice you make plays a part in shaping your educational journey.

COURSE SELECTION PROCESS

On the following page, you will find the graduation requirements that will help guide your decisions. Before filling out the Course Selection Sheet, please review your graduation progress in Focus. The Course Selection Sheet includes the courses available for the 2026–2027 school year.

As you complete your planning sheet, please keep the following in mind:

- Each student and parent/guardian must sign the Course Selection Sheet.
- Current teachers will circle and sign off on the academic course they recommend for the student.
- Students must select 7 primary courses (3–4 core classes and 3–4 electives).
- In addition, students must choose 3 alternate courses. These should be written on the back of the Course Selection Sheet with both course names and numbers.
    - Alternate courses may be used if a primary course is full or canceled.
- All students will also be scheduled for a Study Hall course.

Teacher recommendations for core classes are based on previous test scores, completed coursework, and academic performance. These recommendations (signatures) must be obtained before entering requests into Focus. Once course requests are submitted in Focus, the completed Course Selection Sheet should be turned in to your School Counselor. Placement in Language Arts, Math, Science, and Social Studies will be based on teacher recommendations and progression guidelines.

We are excited to support you as you take the next steps in shaping your academic path. Remember that each decision you make brings you closer to discovering your passions and unlocking your potential. Stay curious, stay committed, and know that the entire Everglades High School family is here to guide and encourage you every step of the way. Together, let's make the 2026-2027 school year one filled with growth, accomplishment, and pride.

Marie Duperval
Everglades High School
Principal

SCHOOL COUNSELING DEPARTMENT

Welcome to our Everglades High School Counseling Program! At Everglades High School, we believe that every student has the potential to thrive academically, socially, and emotionally. Our dedicated team of school counselors is here to support and empower students throughout their high school journey, helping them navigate the challenges and opportunities that come their way. High school is a pivotal time in a student's life, filled with transitions, challenges, and opportunities for growth. Our counseling program is designed to help students develop not only academically but also socially and emotionally. By fostering a holistic approach to education, we aim to prepare students for successful futures.

The mission of our counseling program is to promote the personal, social, academic, and career development of every student. We strive to create a safe and inclusive environment where students feel valued, respected, and supported. Our goal is to equip students with the skills and resources they need to succeed in high school and beyond.

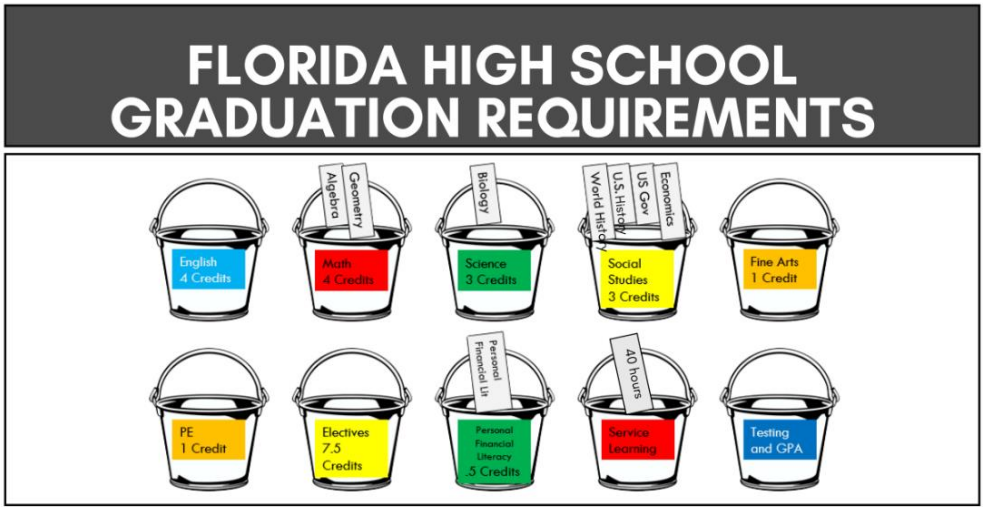
Our School Counseling team consists of certified professionals with diverse backgrounds in education, psychology, school counseling and mental health. We are committed to building meaningful relationships with students, parents, and faculty to foster a supportive school community.

Our School Counselors offer Individual Counseling: One-on-one sessions are available for students seeking support with personal issues, academic concerns, or social challenges. Our counselors are trained to listen, offer guidance, and help students develop coping strategies.

Our School Counselors also provide academic advising, assist with course selection, and help students set and achieve academic goals. We also offer resources for study skills, time management, and test preparation. In addition, we help students explore post-secondary options, including college, vocational training, and workforce opportunities. Our program includes workshops on college applications, financial aid, and scholarship searches.

Throughout the school year, we host workshops and events focused on topics such as mental health awareness, self-care, and building resilience, ensuring that students have access to valuable information and tools.

Thank you for being a part of our school community. Together, we can help our students reach their full potential and achieve their dreams. If you have any questions or would like to learn more about our counseling services, please feel free to reach out to us.



LINK FOR MORE INFORMATION ABOUT HIGH SCHOOL GRADUATION REQUIREMENTS

Sincerely,
Gina Alvarez Finn
School Counseling Director

THE CAMBRIDGE ACADEMY

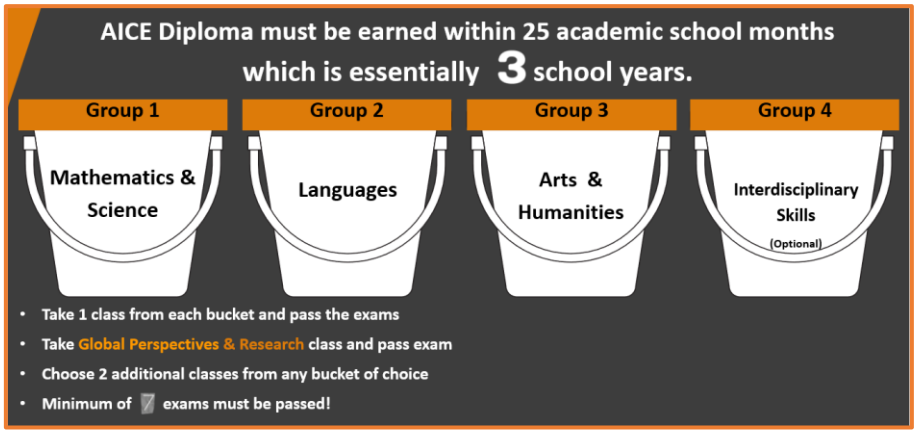
In the Cambridge Academy at Everglades High School, students partake in a rigorous, demanding, accelerated college preparatory program that opens doors to competitive post-secondary institutions, invites scholarship opportunities and adds prestige to all their future endeavors!

The Advanced International Certificate of Education (AICE) is an academic program offered through the University of Cambridge International Examinations (CIE), a division of the University of Cambridge, United Kingdom. The University of Cambridge is consistently ranked as one of the top five universities in the world.

The AICE program of study at Everglades High School offers students sixteen college-level courses. After completing at least one course in each of three academic areas, students have the flexibility to choose a course of study that best meets their abilities and interests. Regardless of the AICE courses chosen, this rigorous course of study will benefit EHS students in the college application process, in earning college credit prior to entering college and in qualifying for scholarship awards.

The AICE Diploma is an academic curriculum that requires students to complete 7 AICE classes and pass their respective exams, also known as "papers," within a 25-month testing period (3 school years). Although students can choose their seven classes, they are required to take at least one class from the three main subject groups (math and science, languages, and humanities) and must complete the core class, AICE Global Perspectives.

Students who complete the AICE Diploma and have 100 service hours before graduation qualify for the Florida Academic Scholarship, which is the highest level of the Bright Futures Scholarship program, regardless of their SAT/ACT score and GPA.



Minimum of 7 exams passed with at least 1 from Group 1, 2, 3 + Global Perspectives

Group 1 Mathematics & Sciences	Group 2 Languages	Group 3 Arts & Humanities	Group 4 Interdisciplinary Skills (Not required for ADIP)
Psychology* (AS)	English Language (AS)	English Literature (AS/A)	General Paper (AS)
Mathematics** (AS)	Spanish Language (AS)	U.S. History (AS)	Thinking Skills (AS)
Marine Science (AS)		International History (AS)	**MANDATORY**: Global Perspectives & Research does not count toward any of the groups
Computer Science** (AS)(A)		Sociology (AS)	
		Media Studies (AS)	Global Perspectives & Research (AS)
		Psychology * (AS)	
		Travel & Tourism (AS)	

*May be used to meet the requirement for Group 1 or Group 3, but not both categories. / **Teacher approval required

BRACE

The BRACE Program is unique in that it aids students in their college, career, and life exploration. BRACE Advisors work with School Counselors to help students in their preparation for life after high school. High school students can go to their BRACE Advisors for information on College Applications, Scholarships, Technical/Trade Schools, Financial Aid, Direct Workforce Entry, &/or Military options. A student's high school years are a great time to explore and research what they want to do in life.

Find the sources of college and career information at your school and seek assistance from your BRACE Advisor, Ms. Pommells, and BRACE Cadets, Isabella G., and Melvin R.

Don't miss out! Students, this is the time to work towards your future. There is a world of opportunities available for you.

College & Career Planning

Student Career Exploration & Planning Resources

Online Career Planning & Work-Based Learning Coordination System

- Xello is Florida's official, K-12 career planning and work-based learning coordination provider. In the Xello platform, students can:
    - Build personalized profiles to display their interests, skills and abilities
    - Take career matching assessments to guide and motivate exploration
    - Explore their options by reviewing career profiles, labor market data and postsecondary training opportunities
    - Set both short and long-term goals and track their progress with academic course planning and managing the college application process
    - Prepare for the world of work by developing a professional resume and creating shareable portfolios, and applying for local work-based learning opportunities
    - Continually learn, reflect, and re-assess their plans with the support of built-in college and career readiness lessons

Additional Career & Postsecondary Exploration Resources

- FloridaShines.org offers an array of free online tools and resources designed to help students succeed in school, earn a college degree, and embark on a rewarding career.
- GetMyFuture is the U.S. Department of Labor's career and postsecondary readiness site geared toward young adults. The site includes occupational assessments, career information, career videos, labor market data, and numerous college and career readiness resources.
- CollegeNavigator is the National Center for Education Statistics' tool to learn more about postsecondary training institutions offering a wide spectrum of short- and long-term credentials. Search by keyword, filter by category, interact with a map, conduct side-by-side comparisons, and review detailed institutional information and data.
- Get There is Florida's official site to learn more about Career and Technical Education (CTE) – explore pathways and learn more about career-focused educational opportunities.

THE BRACE COLLEGE & CAREER ROOM IS LOCATED IN ROOM 399.

ENGLISH LANGUAGE ARTS (ELA) DEPARTMENT

9TH ENGLISH 1

Knowledge acquisition is the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

9TH ENGLISH 1 ESOL

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 content and activities using texts of high complexity to ensure college and career preparation and readiness. English learners will use language to interact meaningfully in school and beyond. This course requires students to use technology, cooperative learning, and other effective research-based learning strategies. In addition, students are expected to practice consistently by completing all tasks and applying effort during each lesson.

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition is the primary purpose of this course. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

9TH PRE-AICE ENGLISH LANGUAGE (HONORS)

This course is the precursor to the Cambridge Advanced International Certificate of Education (AICE) Diploma. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. It is designed to encourage learners to develop a maturity of critical thought and argument and a mastery of expression in the English language. Students will acquire in-depth subject knowledge and apply such knowledge to new as well as familiar situations, be encouraged to think logically and present reasoned and coherent arguments, become confident in working with information and their own ideas and those of others, be responsible for themselves, responsive to and respectful of others, reflective as learners, engaged intellectually, and innovative in tackling new and future challenges.

The content includes, but is not limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies
- Collaboration amongst peers particularly through project-based assignments

Instructional texts chosen for this course will strengthen and enhance the student's ability to comprehend longer, complex reading passages on any topic and for any purpose. Students will be expected to closely read and reread all texts, ask high-level, text-specific questions requiring abstract thought, and provide answers with supportive evidence from the text.

Students who did not achieve a minimum of a "B" average in their previous Honors English class and a score of a Level 3 on the FAST exam (PM3) may find the rigor and curriculum of this course more challenging. The material builds upon foundational concepts, and without a solid understanding of these prerequisites, keeping up with the pace and complexity of new content could be difficult.

9TH – 10th GRADE AICE ENGLISH GENERAL PAPER (AS LEVEL)

The AS English General Paper course is multi-disciplinary, which simply means that its subject matter is drawn from topics across the curriculum. This class encourages students to develop the ability to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language, which enables them to express arguments, ideas, and opinions in a reflective and academic manner. Knowing the current issues that challenge our world will enhance the quality of responses. However, the AS General Paper is not strictly a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive, and immediately intelligible to the reader. In essence, the writing skill must be finely crafted to experience the full success this course has to offer.

Learners will have the opportunity to gain knowledge and understanding of issues in these three broad topic areas: 1.) Economic, historical, moral, political and social 2.) Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics 3.) Literature, language, the arts, crafts, and the media.

Learners will consider topics within local and international contexts. Learners should be able to draw upon knowledge and understanding gained from studying other subjects. Instructional texts chosen for this course will strengthen and enhance the student's ability to comprehend longer, complex reading passages on any topic and for any purpose. Students will be expected to closely read and reread all texts, ask high-level, text-specific questions requiring abstract thought, and provide answers with supportive evidence from the text.

10TH ENGLISH 2

In this course, knowledge acquisition is the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

10TH ENGLISH 2 ESOL

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 content and activities using texts of high complexity to ensure college and career preparation and readiness. English learners will use language to interact meaningfully in school and beyond. This course requires students to use technology, cooperative learning, and other effective research-based learning strategies. In addition, students are expected to practice consistently by completing all tasks and applying effort during each lesson.

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition is the primary purpose of this course. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

10TH PRE-AICE ENGLISH LIT (HONORS)

This course is the precursor to the Cambridge English General Paper course. In addition to the course description above, advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. It is designed to encourage learners to develop a maturity of critical thought and argument and a mastery of expression in the English language. Students will acquire in-depth subject knowledge and apply such knowledge to new as well as familiar situations, be encouraged to think logically and present reasoned and coherent arguments, become confident in working with information and their own ideas and those

of others, be responsible for themselves, responsive to and respectful of others, reflective as learners, engaged intellectually, and innovative in tackling new and future challenges.

The content includes, but is not limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies
- Collaboration amongst peers particularly through project-based assignments

Instructional texts chosen for this course will strengthen and enhance the student's ability to comprehend longer, complex reading passages on any topic and for any purpose. Students will be expected to closely read and reread all texts, ask high-level, text-specific questions requiring abstract thought, and provide answers with supportive evidence from the text.

Students who did not achieve a minimum of a "B" average in their previous Honors English class and a score of a Level 3 on the FAST exam (PM3) may find the rigor and curriculum of this course more challenging. The material builds upon foundational concepts, and without a solid understanding of these prerequisites, keeping up with the pace and complexity of new content could be difficult.

10TH AICE ENGLISH LANGUAGE (AS LEVEL)

The AS Level English Language provides instructions and opportunities for students to make critical responses to text which are wide ranging in their form, style and context. Candidates will also demonstrate their imaginative writing skills as well as their ability to write for given audience (Cambridge International Examination Syllabus). In addition, the purpose of this course is to provide instruction, using texts of high complexity, integrated educational experiences in the language arts strands of reading, writing, speaking, listening, and language for college and career preparation and readiness. Additionally, to the course description above, advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained by challenging students to think and collaborate on the content they are learning through application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted.

The content includes, but is not limited to, the following:

- Critical and informed response to texts in a range of forms, styles, contexts and audiences
- Interdependent skills of reading, analysis and research
- Skills of writing to produce a clear, accurate, creative and effective for different purposes/audiences, using different forms.
- Effective, creative, accurate, and appropriate communication
- Firm foundation for further study of language
- Analyze the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.
- Analyze and synthesize language data from a variety of sources
- Collaboration amongst peers particularly through project-based assignments and peer reviews of multiple draft
- Using their reading as inspiration, learners should explore and experiment with a similarly extensive variety of genres, styles and contexts in their writing. In addition to refining their ability to express themselves with precision and clarity of purpose, learners should become increasingly reflective writers, capable of adapting the style of their writing to fit a diverse range of forms, audiences, purposes and contexts.

Students who did not achieve a minimum of a "B" average in their AICE English General Paper class and a score of a Level 4 or 5 on the FAST exam (PM3) may find the rigor and curriculum of this course more challenging. The

material builds upon foundational concepts, and without a solid understanding of these prerequisites, keeping up with the pace and complexity of new content could be difficult.

11TH ENGLISH 3

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition is the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

11TH ENGLISH 3 (FAST NEEDED)

Students who do not have at least one of the scores listed below should enroll in this class:

- Florida Assessment of Student Thinking (FAST) Reading score of a Level 3 or higher.
- Scholastic Assessment Test (SAT) Evidence-Based Reading and Writing score of 480 or higher.
- American College Test (ACT) English and Reading (averaged) score of 18 or higher.

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition is the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

11TH ENGLISH 3 ESOL

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 content and activities using texts of high complexity to ensure college and career preparation and readiness. English learners will use language to interact meaningfully in school and beyond. This course requires students to use technology, cooperative learning, and other effective research-based learning strategies. In addition, students are expected to practice consistently by completing all tasks and applying effort during each lesson.

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition is the primary purpose of this course. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

11TH AICE ENGLISH GENERAL PAPER (AS LEVEL)/ ENGLISH 3 HONORS

The AS English General Paper course is multi-disciplinary, which simply means that its subject matter is drawn from topics across the curriculum. This class encourages students to develop the ability to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language, which enables them to express arguments, ideas, and opinions in a reflective and academic manner. Knowing the current issues that challenge our world will enhance the quality of responses. However, the AS General Paper is not strictly a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive, and immediately intelligible to the reader. In essence, the writing skill must be finely crafted to experience the full success this course has to offer.

Learners will have the opportunity to gain knowledge and understanding of issues in these three broad topic areas:

1. Economic, historical, moral, political and social
2. Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics
3. Literature, language, the arts, crafts, and the media.

Learners will consider topics within local and international contexts. Learners should be able to draw upon knowledge and understanding gained from studying other subjects. Instructional texts chosen for this course will strengthen and enhance the student's ability to comprehend longer, complex reading passages on any topic and for any purpose. Students will be expected to closely read and reread all texts, ask high-level, text-specific questions requiring abstract thought, and provide answers with supportive evidence from the text.

Students who did not achieve a minimum of a "B" average in their Pre-AICE English Lit class and a score of a Level 3 or above on the FAST exam (PM3) may find the rigor and curriculum of this course more challenging. The material builds upon foundational concepts, and without a solid understanding of these prerequisites, keeping up with the pace and complexity of new content could be difficult.

11TH ADVANCED PLACEMENT(AP) ENGLISH COMPOSITION

The Advanced Placement Program (AP) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students.

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

Students who did not achieve a minimum of a "B" average in their previous Honors or AICE English class and a score of a Level 4 or 5 on the FAST exam (PM3) may find the rigor and curriculum of this course more challenging. The material builds upon foundational concepts, and without a solid understanding of these prerequisites, keeping up with the pace and complexity of new content could be difficult.

11TH AICE ENGLISH LITERATURE (AS LEVEL)

AICE English Literature learners develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. In this course, students will study a range of texts in the three main forms: prose, poetry and drama. They will also improve interdependent skills of reading, analysis and communication while gaining
cultural and personal understanding through literature.

- The content includes, but is not limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of poetry, prose, and drama to:
    - identify, select, and interpret, through reasoned consideration, material appropriate to a specific task.
    - apply knowledge, understanding and analysis in relation to a specific task (e.g. drawing inferences, providing explanations, constructing and developing arguments, understanding the implications of a suggested course of action or conclusion, etc.)
    - assess evidence, ideas and opinions to formulate a supported conclusion.
- Writing for varied purposes:
    - developing and supporting argumentative claims
    - crafting coherent, supported informative/expository texts
    - responding to literature for personal and analytical purposes
    - writing to sources using text-based evidence and reasoning
- Effective listening, speaking, and viewing strategies:
    - emphasis on communicating information, ideas and opinions in a clear, concise, logical and appropriate manner
    - the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration amongst peers particularly through project-based assignments

Instructional texts chosen for this course will strengthen and enhance the student's ability to comprehend longer, complex reading passages on any topic and for any purpose. Students will be expected to closely read and reread all texts, ask high-level, text-specific questions requiring abstract thought, and provide answers with supportive evidence from the text.

Students who did not achieve a minimum of a "B" average in their AICE English Lang class and a score of a Level 4 or 5 on the FAST exam (PM3) may find the rigor and curriculum of this course more challenging. The material builds upon foundational concepts, and without a solid understanding of these prerequisites, keeping up with the pace and complexity of new content could be difficult.

12TH ENGLISH 4

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition is the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

12TH ENGLISH 4 (FAST NEEDED)

Students who do not have at least one of the scores listed below should enroll in this class:

- Florida Assessment of Student Thinking (FAST) Reading score of a Level 3 or higher.
- Scholastic Assessment Test (SAT) Evidence-Based Reading and Writing score of 480 or higher.
- American College Test (ACT) English and Reading (averaged) score of 18 or higher.
- Classic Learning Test (CLT) Verbal Reasoning and Grammar/Writing sections equaling a 36 or higher when added together.

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition is the primary purpose of any reading approach as the systematic building of a wide range of

knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

This course provides targeted support to help students improve their academic skills and successfully meet graduation requirements. It includes remedial assistance, effective test-taking strategies, and guidance on meeting graduation benchmarks. Students will receive personalized attention to strengthen their knowledge, build confidence, and enhance their academic performance.

12TH ENGLISH 4 ESOL

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 content and activities using texts of high complexity to ensure college and career preparation and readiness. English learners will use language to interact meaningfully in school and beyond. This course requires students to use technology, cooperative learning, and other effective research-based learning strategies. In addition, students are expected to practice consistently by completing all tasks and applying effort during each lesson.

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition is the primary purpose of this course. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

12TH ENGLISH 4 HONORS

In this course, knowledge acquisition is the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

In addition to the course description above, advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. It is designed to encourage learners to develop a maturity of critical thought and argument and a mastery of expression in the English language. Students will acquire in-depth subject knowledge and apply such knowledge to new as well as familiar situations, be encouraged to think logically and present reasoned and coherent arguments, become confident in working with information and their own ideas and those of others, be responsible for themselves, responsive to and respectful of others, reflective as learners, engaged intellectually, and innovative in tackling new and future challenges.

The content includes, but is not limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies
- Collaboration amongst peers particularly through project-based assignments

Instructional texts chosen for this course will strengthen and enhance the student's ability to comprehend longer, complex reading passages on any topic and for any purpose. Students will be expected to closely read and reread all texts, ask high-level, text-specific questions requiring abstract thought, and provide answers with supportive evidence from the text.

12TH ADVANCED PLACEMENT (AP) ENGLISH LITERATURE

The Advanced Placement Program (AP) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students.

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, and drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Students who did not achieve a minimum of a "B" average in their previous AP English Composition class and a score of a Level 3 on their AP English Composition exam may find the rigor and curriculum of this course more challenging. The material builds upon foundational concepts, and without a solid understanding of these prerequisites, keeping up with the pace and complexity of new content could be difficult.

12TH AICE ENGLISH LITERATURE (AS LEVEL)

AICE English Literature learners develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. In this course, students will study a range of texts in the three main forms: prose, poetry and drama. They will also improve interdependent skills of reading, analysis and communication while gaining
cultural and personal understanding through literature.

The content includes, but is not limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of poetry, prose, and drama to:
    - identify, select, and interpret, through reasoned consideration, material appropriate to a specific task
    - apply knowledge, understanding and analysis in relation to a specific task (e.g. drawing inferences, providing explanations, constructing and developing arguments, understanding the implications of a suggested course of action or conclusion, etc.).
    - assess evidence, ideas and opinions in order to formulate a supported conclusion.
- Writing for varied purposes:
    - developing and supporting argumentative claims
    - crafting coherent, supported informative/expository texts
    - responding to literature for personal and analytical purposes

    - writing to sources using text-based evidence and reasoning
- Effective listening, speaking, and viewing strategies:
    - emphasis on communicating information, ideas and opinions in a clear, concise, logical and appropriate manner
    - the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration amongst peers particularly through project-based assignments

Instructional texts chosen for this course will strengthen and enhance the student's ability to comprehend longer, complex reading passages on any topic and for any purpose. Students will be expected to closely read and reread all texts, ask high-level, text-specific questions requiring abstract thought, and provide answers with supportive evidence from the text.
Students who did not achieve a minimum of a "B" average in their AICE English Lang class may find the rigor and curriculum of this course more challenging. The material builds upon foundational concepts, and without a solid understanding of these prerequisites, keeping up with the pace and complexity of new content could be difficult.

12TH AICE ENGLISH LITERATURE A LEVEL

Course Description – In the second year, AICE English Literature learners develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. In this course, students will study a range of texts in the three main forms: prose, poetry and drama. They will also improve interdependent skills of reading, analysis and communication while gaining cultural and personal understanding through literature. This course also assesses a student's ability to discuss and evaluate different interpretations and opinions regarding a literary text. Students should be able to demonstrate an understanding of multiple interpretations of a text, including critical perspectives and different critical theories.

The content includes, but is not limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of poetry, prose, and drama to:
    - identify, select, and interpret, through reasoned consideration, material appropriate to a specific task.
    - apply knowledge, understanding and analysis in relation to a specific task (e.g. drawing inferences, providing explanations, constructing and developing arguments, understanding the implications of a suggested course of action or conclusion, etc.).
    - assess evidence, ideas and opinions in order to formulate a supported conclusion.
    - evaluate and explain different ideas within a text and use different critical readings to explore an understanding of texts and to help support literary arguments.
- Writing for varied purposes:
    - developing and supporting argumentative claims
    - crafting coherent, supported informative/expository texts
    - responding to literature for personal and analytical purposes
    - writing to sources using text-based evidence and reasoning
- Effective listening, speaking, and viewing strategies:
    - emphasis on communicating information, ideas and opinions in a clear, concise, logical and appropriate manner
    - the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration amongst peers particularly through project-based assignments

Instructional texts chosen for this course will strengthen and enhance the student's ability to comprehend longer, complex reading passages on any topic and for any purpose. Students will be expected to closely read and reread all texts, ask high-level, text-specific questions requiring abstract thought, and provide answers with supportive evidence from the text.

Students who did not achieve a minimum of a "B" average in their AICE English Literature class and a score of an "E" or higher on their AICE English Literature AS Level exam may find the rigor and curriculum of this course more challenging. The material builds upon foundational concepts, and without a solid understanding of these prerequisites, keeping up with the pace and complexity of new content could be difficult.

ENC 1101/1102

ENC1101 – English Composition I introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. Students will also develop research skills and learn to incorporate research material through the writing process. ENC1101 is a writing credit course. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule for writing.

ENC1102 – English Composition II is designed to further develop a student's communication skills by building on the writing and critical thinking strategies learned in ENC1101. Students will be required to write essays of one or more of the following types:

1) Analytical
2) Persuasive
3) Writing about Literature

The course requires students to observe the conventions of Standard American English, continuing the grammar and mechanics study begun in ENC1101, and write persuasive essays, narrations, descriptions, analyses, and/or writing about literature in documented essays, demonstrating an ability to think critically and communicate analytically. Selected texts supplement the course and provide topics for discussion and assignments. Students must employ research techniques by using library research methods for primary and secondary sources to produce MLA style-documented and well-argued research essays and projects. ENC1102 is a writing credit course. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule for writing.

E.L.A. ELECTIVES

INTRODUCTION TO LAW AND DEBATE HONORS

Students will develop a fundamental understanding of law and legal practices in the United States. To extend the practical application of this course, students will study SCOTUS cases and research the impact of these decisions on their lives as well as on their fellow citizens. Furthermore, students will engage in mock trial activities to provide practical application experiences for the content they are learning. Additionally, students will develop and strengthen speaking and argumentation skills through participating in Congressional Debate, a Mock Trial, and Public Forum Debate activities.

DEBATE I HONORS (*NOVICE DEBATE*)

Students with no prior Speech and Debate classroom experience should enroll in this course.

Course Description - Students will develop fundamental skills in informal and formal oral communication, as well as competitive speech and debate events. This course provides students the opportunity to learn and engage in National Speech and Debate Association (NSDA) events such as Congressional Debate, Public Forum Debate,

Interpretation of Literature (Dramatic, Humorous, and Duo), Original Oratory, & Impromptu speaking. Students are **required** to participate in district sponsored speech and debate tournaments throughout the year as they continue to hone and refine their abilities.

DEBATE II HONORS (*JUNIOR VARSITY DEBATE*)

Students with prior Speech and Debate classroom experience should enroll in this course.

- *2nd year of HS debate for 10 - 12 graders with Debate I experience and less than **25** NSDA points*
- *First year of HS debate for 9th graders with prior BCPS Debate I classroom experience*)

Course Description – This course provides students the opportunity to expand their understanding of National Speech and Debate Association (NSDA) events such as Congressional Debate, Public Forum Debate, Interpretation of Literature (Programme, Dramatic, Humorous, and Duo), Original Oratory, Informational, Extemporaneous, and Impromptu speaking.

Students are **required** to participate in district sponsored speech and debate tournaments as well as regional weekend NSDA circuit tournaments throughout the year as they continue to hone and refine their abilities. Additionally, students will be afforded the opportunity to travel to regional and out of state NSDA circuit competitions.

DEBATE III - VI HONORS (*VARSITY DEBATE*)

Students with one of the following requirements should enroll in this course:

(10 - 12 Grade)

- *Third year and beyond debate students*
- *2nd year 10th - 12th graders with prior debate experience with Mr. AlFord and > then 25 NSDA points.*

Course Description - This course provides students the opportunity to expand their mastery of National Speech and Debate Association (NSDA) events such as Congressional Debate, Public Forum Debate, Interpretation of Literature (Programme, Dramatic, Humorous, and Duo), Original Oratory, Informational, Extemporaneous, and Impromptu speaking. Furthermore, these students will act as mentors for novice and junior varsity students.

Students are **required** to participate in regional multi-day weekend NSDA circuit tournaments throughout the year as they continue to hone and refine their abilities. Additionally, students will be afforded the opportunity to travel to regional and out of state NSDA circuit competitions. The goal is for students to qualify and attend Florida Forensic League's State Championship tournament in March and, hopefully, secure a spot at the NSDA National Tournament in June.

CREATIVE WRITING HONORS

This elective course is highly recommended for students who are enrolled in the Cambridge Academy program. The course covers an immense amount of the curriculum for the AICE English Language and Literature classes. Students will acquire in-depth subject knowledge and develop their imaginative writing skills as well as their ability to write for a given audience for a variety of purposes. Although, this is not an AICE level course, it is firm foundation for further studies in the program.

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing. Additionally, students are challenged to think and collaborate on the content they are

learning through application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted.

Skills Developed but not limited to the following:

- Critical and informed response to texts in a range of forms, styles, contexts and audiences
- Skills of writing to produce a clear, accurate, creative and effective for different purposes/audiences, using different forms.
- Effective, creative, accurate, and appropriate communication

JOURNALISM 1-4 (YEARBOOK)

The purpose of this elective is to introduce students to the fundamentals of journalism while applying those skills to create a comprehensive school yearbook, encompassing writing news stories, conducting interviews, taking photographs, designing page layouts, and managing deadlines to capture and document significant school events and student experiences, all while adhering to journalistic ethics and publication standards.

Skills Developed in this class include:

Reporting and Writing:
Learning basic news writing techniques, interview skills, gathering information, and crafting compelling stories about school activities, clubs, and student profiles.
Photography:
Developing photography skills to capture high-quality images for the yearbook, including composition, lighting, and capturing candid moments.
Page Design:
Utilizing design software to create visually appealing yearbook layouts, including incorporating text, images, and graphics effectively.
Copy Editing:
Proofreading and editing written content for accuracy, clarity, and style.
Marketing and Sales:
Understanding the process of selling yearbook ads and managing the distribution of the publication.
Teamwork and Collaboration:
Working collaboratively with the yearbook team to meet deadlines, manage different roles, and contribute to the overall success of the yearbook.

AP SEMINAR

Grade Levels: 10–12
Prerequisite: None

AP Seminar is an inquiry-based course that engages students in exploring academic and real-world issues through multiple perspectives. Students learn to analyze arguments, evaluate sources, synthesize information, and communicate evidence-based claims through research-based writing and multimedia presentations. The course emphasizes critical thinking, collaboration, and effective communication skills, preparing students for advanced research in AP Research.

AP RESEARCH *NEW FOR 26-27*

Grade Levels: 11–12
Prerequisite: AP Seminar

AP Research is the second course in the AP Capstone sequence. Students design and conduct a yearlong

investigation on a topic of personal academic interest. Building on the skills introduced in AP Seminar, students learn and apply research methods, practice ethical research, and synthesize information to produce a 4,000–5,000-word academic paper and an oral defense. This course develops advanced inquiry, analysis, and independent research skills aligned with college-level expectations.

MATHEMATICS DEPARTMENT

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

ALGEBRA 1A & 1B

In Algebra 1, there will an emphasis on five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

Prior to entering the Algebra 1 course, students should possess the following skills:

- Real number operations (fractions and integers), conversion between numbers – fractions, decimals, and percents.
- Solving one-step, two-step and multi-step equations
- Solve and graph one-step, two-step, and multi-step inequalities
- Simplify expressions using Order of Operations
- Distributive Property
- Combine like terms
- Evaluate algebraic expressions
- Identify parts of the Coordinate plane and plot ordered pairs
- Use the Commutative, Associative, and Identity Properties

ALGEBRA 1 HONORS

In Algebra 1 Honors, there will an emphasis on five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

****Algebra 1 FSA is a graduation requirement in which the students need to take and pass with a Level 3 or higher.**

Prerequisite skills: Prior to entering the Algebra 1 course, students should possess the following skills:

- Real number operations (fractions and integers), conversion between numbers – fractions, decimals, and percents.
- Solving one-step, two-step and multi-step equations
- Solve and graph one-step, two-step, and multi-step inequalities
- Simplify expressions using Order of Operations
- Distributive Property
- Combine like terms

- Evaluate algebraic expressions
- Identify parts of the Coordinate plane and plot ordered pairs
- Use the Commutative, Associative, and Identity Properties

GEOMETRY

There are five areas that will be covered: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry. **Projects may be given at the discretion of the teacher.

****This class does have an FSA that is 30% of the students' overall grade. A passing FSA score can be used as a graduation requirement, if needed.**

Prerequisite skills: Prior to entering the Geometry Honors course, students should possess the following skills:

- Real number operations (fractions and integers), conversion between numbers – fractions, decimals, and percents.
- Solving one-step, two-step and multi-step equations
- Identify parts of the Coordinate plane and plot ordered pairs
- Know how to use Slope formula

GEOMETRY HONORS

This course is for students who earned a B+ average or higher in Algebra 1 Honors and scored a level 3 or higher on the Algebra 1 FSA.

Geometry Honors will cover five mathematical areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

**Projects may be given at the discretion of the teacher.

** **FSA is worth 30% of the students' overall grade.**
Prerequisite skills:

Prior to entering the Geometry Honors course, students should possess the following skills:

- Real number operations (fractions and integers), conversion between numbers – fractions, decimals, and percents.
- Solving one-step, two-step and multi-step equations
- Identify parts of the Coordinate plane and plot ordered pairs
- Know how to use Slope formula

ALGEBRA 2

In Algebra 2, the areas of emphasis are (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic

expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5)building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

****Algebra 2 is required for students attending college.**

Prerequisite skills: Prior to entering Algebra 2 course, students should possess the following skills:

- Real number operations (fractions and integers), conversion between numbers – fractions, decimals, and percents.
- Solving one-step, two-step and multi-step equations
- Identify parts of the Coordinate plane, plot ordered pairs, and graph basic parent functions
- Know special right triangles and Pythagorean theorem.

ALGEBRA 2 HONORS

This course is for students who earned a B+ average or higher in Geometry Honors and scored a level 3 or higher on the Geometry FSA.

In Algebra 2, the areas of emphasis are (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5)building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

****Algebra 2 is required for those attending college.**

Prerequisite skills:

Prior to entering Algebra 2 Gem course, students should possess the following skills:

- Real number operations (fractions and integers), conversion between numbers – fractions, decimals, and percents.
- Solving one-step, two-step and multi-step equations
- Identify parts of the Coordinate plane, plot ordered pairs, and graph basic parent functions
- Know special right triangles and Pythagorean theorem.

MATH FOR DATA & FINANCIAL ALGEBRA

In Mathematics for Data and Financial Literacy, 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.

MATH FOR COLLEGE LIBERAL ARTS

This is for students who need a math concordant score for graduation.

Math for College Liberal Arts is a course designed to strengthen and reinforce core math skills essential for success in high school and beyond. Using Khan Academy as a primary instructional tool, this course offers

personalized, self-paced learning that focuses on key topics, including operations with whole numbers, fractions, decimals, percentages, ratios, and introductory algebra. Students will fill knowledge gaps by engaging in interactive practice exercises and real-world applications to build a strong foundation in math, enhance critical thinking skills, and boost their confidence. This course supports students in meeting high school graduation requirements and is ideal for those seeking to improve foundational skills for various post-secondary pathways.

MATH FOR COLLEGE ALGEBRA

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.

PRECALCULUS HONORS

Students must have taken and successfully passed Algebra 2.

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

AP PRECALCULUS

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

** **Students are expected to take the Advanced Placement Examination in AP Precalculus. Students who successfully complete the course and examination may receive credit and/or advanced placement.**

Prerequisite skills: Prior to entering AP Precalculus, students should possess the following skills:

- Solve one step, two step, and multistep equations
- Graph parent functions for lines and parabolas
- Know how to factor
- Understand the basics of sine, cosine, and tangent trigonometric functions

STATISTICS HONORS

Students must have taken and successfully passed Algebra 2

Statistics Honors is an introductory course in statistics intended for students in a wide variety of areas of study. Topics discussed include displaying and describing data, the normal curve, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world. Students also can analyze data sets using technology.

****Although not required, seniors entering Stats Honors should have obtained their 4 credits in math before entering the course. Seniors with less than 4 credits will need to demonstrate mastery in their prior math courses, i.e., A's & B's.**

ADVANCED PLACEMENT (AP) STATISTICS

Students must have taken and successfully passed Algebra 2

Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

** **Students are expected to take the Advanced Placement Examination in Statistics. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.**

****Seniors entering AP Stats must have obtained their 4 credits in math before entering the course.**

CALCULUS HONORS

Students should have taken and passed Precalculus (Honors or AP) with a C+ average.

Description: In Calculus Honors, instructional time will emphasize four areas: (1) developing understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.

ADVANCED PLACEMENT (AP) CALCULUS AB

Students should have taken and passed Precalculus (Honors or AP) with a B average.

Prerequisite skills: Prior to entering AP Calculus AB, students should possess the following skills:

- Understand the language of functions (domain & range, even & odd, periodic, symmetry, zeros, intercepts, and descriptors of increasing and decreasing)
- Know sine and cosine functions and unit circle

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. With big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions.

The courses feature a metarepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

**** **Students are expected to take the Advanced Placement Examination in AP Calculus AB. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college calculus course.**

ADVANCED PLACEMENT (AP) CALCULUS BC

Students should have taken and passed AP Precalculus OR AP Calculus AB with a B average.

Prerequisite skills: Prior to entering AP Calculus BC, students should possess the following skills:

- Basic familiarity with sequences and series, as well as exposure to parametric and polar equations.

Description: AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

**** **Students are expected to take the Advanced Placement Examination in AP Calculus BC. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college calculus course.**

AICE THINKING SKILLS (AS LEVEL)

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

SCIENCE

BIOLOGY

The Biology course covers the primary aspects of the discipline from biochemistry, cells, and genetics spiraling up to ecology and evolution. These topics are organized to build understanding and seek to connect this information to the real world. The course explores the foundations and practices of science, teaching scientific inquiry while incorporating mathematics and measurement. The understanding of the content is enhanced when ideas are anchored to inquiry experiences thus incorporating hands-on activities that emphasize problem solving, critical thinking, and decision making.

The Biology course ends the school year with the state mandated Biology End of Course (EOC) Exam.

PRE-AICE BIOLOGY

This rigorous Biology course relies upon processes that are central to science itself- investigation, experimentation, collaboration- to develop deep understanding and consequently, raise student achievement. This "Honors" course emphasizes higher-order reasoning through discussion, relevant learning, and experimentation. This course covers content from cells, biochemistry, genetics, ecology, and evolution developing a robust understanding of the interconnections of biology in the context of the real world. Students learn in this rigorous course because it is strongly interactive requiring students to respond to broader questions that allow them to describe their thought processes as they gain a deeper understanding of content and concepts.

This Pre-AICE Biology course ends the school year with the state mandated Biology End of Course (EOC) Exam.

PRE-AICE CHEMISTRY

The Pre-AICE Chemistry course is an investigation of the profession, practice, technology, and research utilized by scientist in Chemistry, which makes it the central science. This is an academic, quantitative chemistry course. Chemistry is the study of atoms and molecules and how they interact according to physical laws. Such study is applicable to your everyday life, and this will be demonstrated this repeatedly throughout the year. During the course, labs/Demonstrations related to the topic will be completed to enhance and support the material being studied.

Quizzes and exams will be given frequently. Homework assignments are an integral part of the course.

PHYSICAL SCIENCE

Physical Science is the study of non-living things, or the inorganic world, and the interactions between matter and energy. It includes the study of chemistry and physics. This course incorporates the study of energy, force, motion, matter and its interaction. Theories and concepts are learned through engaging activities and interactive discussions and realizing them through hands-on labs and investigatory projects following the scientific method. This also promotes students' mathematical skills through measurement and instrumentation, presentation and analysis of data, and scientific skills such as observation, inquiry, critical thinking skills. They also have a background regarding the nature of science and promoting laboratory safety in the class.

MARINE SCIENCE

In this course, students will explore the world of Marine Science in great depth. Marine Science is the scientific study of organisms in the ocean or other marine bodies of water. Traditionally, oceanography has been divided into four separate but related branches: physical oceanography, chemical oceanography, marine geology, and marine ecology. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, lab apparatus, experimental procedures, and safety procedures are an integral part of this course. The content cover of this course is consistent with the requirements of the Marine Science /Honors course as described by the state of Florida.

PHYSICS

In Physics, students will primarily cover kinematics, which is motion. We math skills (Algebra 2 is required), along with analytical reading to solve kinematic based word problems. The course covers many topics including velocity, time, acceleration, force, impulse and momentum by studying the concepts that govern the interrelationships. These concepts are applied to solve word problems that simulate real world situations. The curriculum is heavily math based.

The class has no EOC, however there is a midterm and a final for students whose grades do not qualify for an exemption.

ANATOMY & PHYSIOLOGY HONORS

Human Anatomy and Physiology investigates the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, all the way into detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. One of the goals of this course is to prepare students with the skills necessary to be successful in majors relating to biological sciences, pre-med, or a health-related field.

AICE MARINE SCIENCE (AS LEVEL)

Cambridge International AS Level Marine Science develops a set of transferable skills including handling data, using the scientific method and applying knowledge and understanding of scientific facts and concepts to solve problems. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

The key concepts are essential ideas that help students develop a deep understanding of AICE Marine and make links between different aspects of the course. They may develop new ways of thinking about, understanding or interpreting the important things to be learned.

ADVANCED PLACEMENT (AP) BIOLOGY

This course is designed to enable you develop advanced inquiry and reasoning skills while underlying biological principles which encompass the scientific theories and processes governing living organisms and biological systems. The course will cover topics in biochemistry, cellular biology, genetics spiraling up to evolution and ecology. Students will also develop laboratory skills such as: collecting data, analyzing data, applying mathematical routines, and connecting concepts across domains.

This AP Biology course is equivalent to a two-semester college introductory biology course and has a mandatory exam to assess student understanding of the science practices and learning objectives outlined in the course framework. The exam is 3 hours long and includes 60 multiple-choice questions and 6 free-response questions.

ADVANCED PLACEMENT (AP) CHEMISTRY

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. This is an academic, quantitative chemistry course. Chemistry is the study of atoms and molecules and how they interact according to physical laws. Such study is applicable to your everyday life and this will be demonstrated this repeatedly throughout the year Students in this course should attain a depth of understanding of fundamentals and reasonable competence in dealing with chemical problems. The course contributes to the development of the student's abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. AP Chemistry is open to all students that have completed a year of chemistry who wish to take part in

a rigorous and academically challenging course. The AP Chemistry course ends the school year with the AP Exam given by the College Board.

ADVANCED PLACEMENT (AP) ENVIROMENTAL SCIENCE

This course will allow you explore specific real-world environmental issues and gain an awareness of the science behind these issues. Students will explore the impact of our growing human population and understand that they have a stake in the future of the environment. The goal of this course is to provide students with scientific principles, concepts, and methodologies required to understand interrelationships in the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternatives for resolving and/or preventing them, including environmental policies and legislation.

This AP Environmental science course is equivalent to a semester college science credit and has a mandatory exam to assess student understanding of the science practices and learning objectives outlined in the course framework. The exam is 2 hours and 40 minutes long and includes 80 multiple-choice questions and 3 free-response questions.

ADVANCED PLACEMENT (AP) PHYSICS C MECHANICS

This course is equivalent to a one-semester, calculus-based, university-level physics course (e.g., PHY 2048 in Florida's Statewide Course Numbering System), designed specifically for students planning to major in science or engineering. The course covers Newtonian mechanics, with units on kinematics, dynamics, energy, momentum, rotational motion, and oscillatory motion. It integrates critical thinking, analytical skills, and real-world applications, and includes a hands-on laboratory component (25%) comparable to a semester-long introductory university-level physics laboratory course (e.g., PHY 2048L in Florida's Statewide Course Numbering System). Each student in the class will be required to maintain a portfolio of lab reports. Students should have taken, or be concurrently taking, calculus.

SOCIAL STUDIES

AP BUSINESS AND PERSONAL FINANCE *NEW FOR 26-27*

AP Career Kickstart – Business with Personal Finance
Grades: 10–12

AP Business and Personal Finance is a full-year, college-level introduction to business fundamentals and personal financial literacy. As part of the AP Career Kickstart™ program, this course equips students with the academic and workforce-ready skills necessary for success in a wide range of business-related fields—including management, marketing, entrepreneurship, accounting, and finance—while also preparing them to make confident, informed personal financial decisions.

Through real-world case studies, entrepreneurial projects, financial simulations, and applied problem-solving, students learn how businesses operate, how markets function, how money moves through an organization, and how individuals can manage, invest, and grow their personal finances. The course also integrates all National Standards for Personal Financial Education, ensuring students gain essential lifelong money-management skills.

PRE-AICE WORLD HISTORY

Covers the World History curriculum, but the class also focuses on Cambridge and Advanced Placement writing and reading skills. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in notetaking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

AICE GLOBAL PERSPECTIVES AND RESEARCH (AS LEVEL)

Cambridge International AS Level Global Perspectives & Research develops learners' thinking skills of analysis, evaluation and synthesis through considering a range of global topics. Learners will develop skills of independent enquiry and learn about appropriate research methods and methodology. Learners will be encouraged to develop research, reasoning and communication skills systematically, using an approach called the Critical Path. This approach helps them to interrogate information, explore different perspectives and communicate personal reflections. Learners are encouraged to work both independently and collaboratively, with respect for and understanding of different cultures and perspectives.

This is a skills-based subject and schools can make their own selection of global topics to study. Learners can draw upon knowledge and understanding gained from studying other subjects. Learners will develop skills that are interdisciplinary and highly transferable to other subjects.

WORLD HISTORY

The World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle

school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

ADVANCED PLACEMENT (AP) WORLD HISTORY: MODERN

In AP World History: Modern, students will learn about the rise and fall of empires, the evolution of technology, and the cultural and social changes that have shaped our world. The course isn't just about memorizing dates and battles—it's about exploring civilizations and cultures from a global perspective to better understand the complex relationships that exist today.

Skills You'll Learn

- Evaluating primary and secondary sources
- Analyzing the claims, evidence, and reasoning you find in sources
- Putting historical developments in context and making connections between them
- Coming up with a claim or thesis and explaining and supporting it in writing

UNITED STATES HISTORY

This course will provide students the opportunity to acquire an understanding of the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religions, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

A.P. U.S. History is a college-level introductory course that examines the political, diplomatic, intellectual, social, and economic history of the United States. This course is designed to build and assess analytical skills and mastery of US History from 1491 to present day. The subject matter will be covered through the lens of 8 historical themes while students will be required to develop and employ 6 historical thinking skills. A variety of instructional approaches will be employed, and a college level textbook is supplemented by primary and secondary sources. Refer to "course at a glance" and "course overview", to be found in canvas, for additional information.

AICE U.S. HISTORY (AS LEVEL)

Following a Cambridge International AS & A Level program helps students develop abilities which universities value highly, including:

- A deep understanding of their subjects
- Higher order thinking skills – analysis, critical thinking, problem solving • presenting ordered and coherent arguments
- Independent learning and research.
- Cambridge International AS & A Level History is accepted by universities and employers as key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects.
- Key concepts may open new ways of thinking about, understanding or interpreting the important things to be learned. Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:
- A greater depth as well as breadth of subject knowledge
- Confidence, especially in applying knowledge and skills in new situations
- The vocabulary to discuss their subject conceptually and show how different aspects link together

- A level of mastery of their subject to help them enter higher education roof of knowledge and understanding of History. Successful candidates learn to evaluate historical evidence, present clear and logical arguments, assess different interpretations of an argument and develop an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change.

AMERICAN GOVERNMENT

Honors and Regular will cover the same topics with a more in-depth and rigorous pace set forth in the Honors level. Topics Covered:

- Beginnings and influences of U.S. Government
- Creation of the Constitution: including the Founding Fathers, who they were influenced by and their writings (Federalist Papers)
- Structure of the Federal and State Governments and their branches and why they exist to check and balance power.
- The Constitution and how it sets up the processes and workings of government.
- United States Civics and preparation for State Civics Test.

AICE SOCIOLOGY (AS LEVEL)

AICE Sociology is a Cambridge course that examines the structure and dynamics of human societies. Students explore social institutions, such as family, education, and religion, and analyze topics like social inequality, culture, and identity. The course emphasizes critical thinking and research methods, preparing students for further study in sociology and other social sciences. This course can be used to satisfy Group 3 Cambridge class requirements.

AICE PSYCHOLOGY (AS LEVEL)

AICE Psychology is a Cambridge Advanced International Certificate of Education course that introduces students to the scientific study of human behavior and mental processes. The course covers key psychological approaches, including cognitive, social, biological, and learning perspectives. Students explore topics such as memory, emotion, mental health, and research methods, while developing critical thinking skills and the ability to analyze and interpret psychological data. This course prepares students for further study in psychology and related fields, offering an internationally recognized qualification. This course can be utilized to complete either Group 1 or Group 3 Cambridge class requirements.

ADVANCED PLACEMENT (AP) PSYCHOLOGY

AP Psychology is a college-level course that introduces students to the systematic study of behavior and mental processes. It covers topics such as biological bases of behavior, sensation and perception, learning, cognition, development, and psychological disorders. Students also learn about research methods and ethical considerations in psychology, preparing them for the AP exam and further study in psychology.

ANTHROPOLOGY HONORS

Anthropology Honors provides students with an in-depth exploration of human beings—their biological origins, cultural development, and diverse social structures. Through an interdisciplinary lens that includes American History, World History, Geography, Civics, Government, and the Humanities, students examine both the differences and similarities among human populations across time and place.

Course content includes, but is not limited to:

- Human biological and cultural origins
- Adaptation to physical environments

- The diversity of human behavior
- Evolution of social and cultural institutions
- Patterns of language development
- Family and kinship systems
- The impact of societal and environmental change on cultural institutions

Honors Level Expectations

As an honors course, Anthropology Honors requires heightened academic rigor. Students engage in deeper analysis, evaluation, and synthesis of complex and abstract concepts. Instruction includes increased text complexity, multi-disciplinary connections, and higher-order tasks demanding critical thinking, collaboration, and purposeful inquiry.

SOCIOLOGY HONORS

Sociology Honors introduces students to the study of human behavior as shaped by social groups, institutions, and cultural environments. Students develop an understanding of how group dynamics influence individuals and how societies function, adapt, and change. Through this course, students gain greater awareness of the beliefs, values, norms, and behavior patterns present within diverse societies, preparing them to engage thoughtfully in an increasingly interconnected world.

Core topics include:

- Foundations of sociology and the sociological perspective
- Research methods used in sociological inquiry
- Culture, values, norms, and belief systems
- Social institutions (family, education, economy, government, religion)
- Socialization and identity development
- Social groups, roles, and collective behavior
- Social inequality, social stratification, and global perspectives
- Social change and its impact on individuals and societies

Honors Level Expectations

As an honors course, Sociology Honors emphasizes rigorous academic engagement. Students are expected to analyze complex social issues, evaluate multiple sociological theories, and synthesize information from discipline-specific texts and data sources. Coursework involves enriched reading, higher-order discussion, and deeper conceptual understanding

PSYCHOLOGY 1

Psychology 1 is a high school-level course that introduces students to the basic concepts of psychology, including the study of behavior, mental processes, and the brain. The course covers key areas such as learning, memory, personality, psychological disorders, and human development, offering a foundational understanding of psychology and its real-world applications.

PERSONAL FINANCIAL LITERACY AND MONEY MANAGEMENT:

This course is designed to prepare students to make knowledge based economic decisions and experience positive real-life outcomes. Topics covered include Household Budgeting, Car Buying, Home Buying, Investments (including stocks, bonds, and savings), and Insurance.

AICE MEDIA STUDIES (AS LEVEL)

AICE Media Studies encourages students to enjoy and appreciate the media and its role in their daily lives while developing independence in research skills and their application. As they explore the impact of media within a variety of cultures and how they influence social values, students will develop critical understanding of international media through engagement with media products, concepts, and creative application of practical skills.

Major Assessments:

1. Maintain active blog that will have over 45 blog posts
2. Film and edit 2-minute movie opener
3. Develop, film, and edit story using only sound effects

ADVANCED PLACEMENT (AP) US GOVERNMENT AND POLITICS

*This course meets US Government graduation requirement

Course Description: AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. This intensive study of the formal and informal processes of American Government is designed to prepare students for the AP Exam.

Major Assessments:

- Concept Application: This question will provide the test-taker with a political scenario or institution and ask for a description and analysis of the issues surrounding, effects, behaviors, and processes of that scenario or institution.
- Quantitative Analysis: This question will provide one or more sources of numeric data and ask the test-taker to draw a conclusion or identify a trend or pattern.
- SCOTUS Comparison: This question will present the student with the name of one of the required Supreme Court cases as well as a nonrequired case. The nonrequired case will be described in detail. The task will be to describe how the required case is related to the nonrequired case.
- Argument Essay: This question will list a subset of the required foundational documents in the course and ask the student to write an essay providing an argument in which some of the listed Foundational Documents are used as sources of evidence.
- Multiple choice exams
- Regular homework assignments

ADVANCED PLACEMENT (AP) COMPARATIVE GOVERNMENT AND POLITICS

Note: This course *DOES NOT meet the US Government graduation requirement but is tied to AP US Government

AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

Major Assessments:

- Concept Application: Define or describe a political concept and explain and/or compare political systems, principles, institutions, processes, policies, or behaviors.
- Quantitative Analysis: Analyze quantitative data, identify a trend or pattern, or draw a conclusion from a visual representation and explain how it relates to political systems, principles, institutions, processes, policies, or behaviors.
- Comparative Analysis: Compare political concepts, systems, institutions, or policies in different course countries.
- Argument Essay: Develop an argument in the form of an essay, using evidence from course countries related to the course concepts in the question prompt.
- Multiple choice exams/ quizzes
- Regular homework assignments

ADVANCED PLACEMENT (AP) MICROECONOMICS/ ADVANCED PLACEMENT (AP) MACROECONOMICS

Note: *AP Microeconomics meets Economics high school graduation requirement.
Course Description: AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

Major Assessments:
1. Multiple choice examinations/quizzes
2. Free response questions using graphs
3. Regular homework assignments

AICE HISTORY (AS LEVEL)

AICE History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries.

The syllabus:
- Builds upon skills gained at Cambridge IGCSE™ or O Level and develops lifelong skills including understanding issues and themes within a historical period
- Emphasizes both historical knowledge and the skills required for historical research
- Encourages learners to develop their independent thinking and to make informed judgements on historical issues
- Allows learners to build upon their understanding of cause and consequence, continuity and change, similarity and difference, significance, interpretations and use historical evidence as part of their studies
- Gives learners a range of topics to study on - European, American or International history
- Allows teachers a choice of periods to focus on, enabling them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context
- Builds a strong foundation of knowledge and skills for further study of history.

HISTORY OF THE HOLOCAUST

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the

ramifications of prejudice, racism, and stereotyping. Contents of this course Content of this course will include but not limited to the examination of the 20th century pogroms and genocides. Twentieth Century Antecedents to the Holocaust, Rise of Adolph Hitler, Persecution Years, Ghettos, Final Solution, Resistance Courageous Acts in Desperate Times, Rescuers, Liberation, and Reflection Remembrance and Call to Action. Many fieldtrips will be offered in this class.

DEA- RESEARCH 1 HONORS

Students will learn the integrated relationship between the DEA, FBI, the Department of Justice with each other and state and local law enforcement. How does DEA investigate?

Students will engage with Special Agents in various working roles and be able to interact and learn of the multiple tasks within the DEA. You will learn various techniques for solving cases. Study, analyze and utilize these techniques is case management and solving of that crime. How different law enforcement investigates crimes, the strategies behind the interrogation, and eventual confession. What are the techniques that are used in solving a crime from digital to plain old police work by questioning victims and finding the proper evidence. Fieldtrips will be part of the class curriculum.

FBI 1- RESEARCH 1 HONORS

FBI Youth Academy will provide opportunities for students to explore the various career options in the FBI. The student will learn various investigative techniques for real-life crimes. Students will study and analyze crime scene techniques for solving various cases. The investigations will include -white collar crime -cybercrime -organized crime -international terrorism to name a few topics. Agents will be invited to class to present. Topics may include the SRT Teams, kidnapping, the dark web, and behavioral analysis of suspects. Class will have fieldtrips to the FBI.

FBI 2-3 COMPREHENSIVE LAW/LEGAL SYSTEMS

Students will deal with the criminal justice system in the United States: Law Enforcement, Judicial System & Corrections. Understand the workings of the justice system in America. Acquire and understand basic law enforcement techniques. Develop critical thinking, logical reasoning and problem-solving skills. Study and interpret basic laws and codes (Penal Code, Vehicle Code etc). Exposure to careers in the criminal justice system through presentations by criminal justice professionals. Study International Criminal Justice Systems. Identify trends and current law enforcement issues through television media, social media and print media.

CAREER & TECHNICAL EDUCATION (CTE)

The Everglades High School Career and Technical Education (CTE) department provides students with the opportunity to apply their academic knowledge in real world situations. Our goal is to open doors for students by offering programs that allow them to not only gain technical knowledge, but a real-world hands-on experience that will prepare them for success in their future endeavors. All our programs offer current industry certification exams, which are the same exams taken by professional working adults. These exams not only allow students to earn a specific industry certification. Students will earn a graduation cord for successful passing and industry certification exam. The CTE department offers 7 outstanding and unique programs for students to apply their skills and gain valuable real-world knowledge and experience. CTE programs also allow students to work with real businesses in the community to gain valuable experience to build their resume for the future.

BUSINESS & ENTREPRENEURSHIP PROGRAM:

The Business Education Program at Everglades High School provides students with a foundation in entrepreneurship, marketing, sales, and business ownership. Students in the program can take the Entrepreneurship and Small Business (ESB) Industry Certification Exam to validate their skills. Additionally, the program partners with Junior Achievement of South Florida, offering the JA Fellows program, where students gain hands-on experience by creating and managing their own business. Through collaborations with local companies, students also have opportunities to expand their knowledge and practical skills in the business world.

BUSINESS & ENTREPRENEURSHIP PRINCIPLES HONORS

Business and Entrepreneurship Principles provides students with a foundational understanding of key business concepts, including finance, marketing, and management. The course equips students with essential skills to launch and manage their own business ventures, while exploring innovative strategies for success in today's dynamic market.

BUSINESS ANALYSIS HONORS

The Business Analysis course provides students with the skills and techniques needed to assess business needs, identify solutions, and drive improvements within organizations. Through hands-on learning, students will explore key tools such as data analysis, process mapping, and stakeholder management to ensure successful business outcomes.

MANAGEMENT AND HUMAN RESOURCES HONORS

This course explores the reach and impact of managing people, one of the most important resources of an organization. Students are required to perform higher level strategic thinking. Topics include management policy development, evaluating organizational effectiveness, sourcing and recruitment, hiring and retention planning, employee training performance appraisals, compensation and benefit programs, maintaining working conditions and providing a safe working environment.

LEGAL ASPECTS OF BUSINESS HONORS

The "Legal Aspects of Business" course explores the foundational legal principles that govern business operations, including contracts, intellectual property, employment law, and dispute resolution. Students will gain practical knowledge of how legal frameworks influence business decisions and strategies in various industries

BUSINESS OWNERSHIP HONORS

Business Ownership is a hands-on experiential learning course that provides students with the fundamental knowledge and skills needed to start, manage, and grow their own businesses. Students will work with Junior Achievement Fellows Program. Teacher approval is required for this course.

COMMUNICATIONS TECHNOLOGY:

COMMUNICATIONS TECHNOLOGY I HONORS

This course provides students with instruction in the characteristics and evolution of technology, underlying principles of design, and fundamental knowledge and skills in the use of Adobe Photoshop software used in communications design.
The ultimate output of this course is a design portfolio created by the student. Each item or product included in the portfolio should include a narrative description and an explanation of the technical approach or techniques used to create the item. Students will have an opportunity to take an Adobe Industry Certification test at no cost during the course. Completion of several certifications can qualify the student for a possible Bright Futures or Gold Seal Scholarship.

COMMUNICATIONS TECHNOLOGY II HONORS

In this course, students learn more about the nature of design and development techniques for communication purposes. Students are also provided with instruction in a variety of technologies commonly used to communicate concepts and designs and skills in the use of Adobe Illustrator software used in communications design.
Students are expected to continue collating their portfolio using exemplars of their work. Students will have an opportunity to take multiple Adobe Industry Certification tests at no cost during the course. Completion of several certifications can qualify the student for a possible Bright Futures or Gold Seal Scholarship.

COMMUNICATIONS TECHNOLOGY III HONORS

In addition to exploring the implications of applying technologies, this course provides students with instruction in advanced techniques relative to both static and animated communication designs. In addition to learning more advanced techniques and emerging technologies, students will have an opportunity to research a project, design an appropriate solution, and present their results and skills in the use of Adobe Photoshop, Illustrator, and InDesign software used in communications design. Students will have an opportunity to take multiple Adobe Industry Certification tests at no cost during the course. Completion of several certifications can qualify the student for a possible Bright Futures or Gold Seal Scholarship.

DIGITAL DESIGN AND VIDEO PRODUCTION PROGRAMS:

In the CTE programs of visual communication students have two choices to experience the processes needed when electing to experience careers in Photography and Video production. These multi-level courses will aid in developing the skills needed for these multi-million-dollar industries.

DIGITAL DESIGN

In this honors course of Digital Design, you will learn the foundation of composition, lighting, and camera settings. You will develop the skills necessary for sports photography and various types of photoshoot set ups. Upper-level classes participate in a gallery showcase and gain real world experience in printing and framing.

Digital Design I Honors
Digital Design II Honors
Digital Design III Honors
Digital Design IV Honors

VIDEO PRODUCTION

Students in the Digital Video Production course learn the various forms of digital film, television and internet communications. This hands-on experience includes project like commercial, news casting, movie trailers, music

videos and so much more. Learn how to use the equipment and create movies. This course includes the development of a short independent film in the upper-level course.

Digital Video I Honors
Digital Video II Honors
Digital Video III Honors
Digital Video IV Honors

Adobe Software Certifications are included in both courses, Photoshop, Premier Pro, After Effect, Illustrator and InDesign. These are actual licenses that will aid you in finding employment as well as honored by universities and colleges when choosing digital design and communication as a major.

COMPUTER SCIENCE:

FUNDAMENTALS OF PROGRAMMING HONORS

This course is designed to offer an introduction to python programming. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles (AP CSP) is a full-year, rigorous course that introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. The course covers a broad range of foundational topics including programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. The AP Exam will test students on their understanding of the five big ideas through a multiple-choice exam and one through-course performance task. Together, these components will be used to calculate the AP score (on a 1-5 scale).

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

AP Computer Science A is equivalent to a first-semester, college-level course in computer science.

It is recommended that a student in the AP Computer Science A course has successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Prior computer programming experience is not required.

The AP Computer Science A course requires that solutions of problems be written in the Java programming language. Because the Java programming language is extensive, with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java. Students will be required to take the AP exam at the conclusion of the course.

The AP Computer Science A course will include a minimum of 20 hours of hands-on, structured lab experiences to engage students in individual or group problem solving. Thus, each AP Computer Science A course includes a substantial lab component in which students design solutions to problems, express their solutions precisely (e.g., in

the Java programming language), test their solutions, identify and correct errors (when mistakes occur), and compare possible solutions.

APPLIED CYBERSECURITY PROGRAM:

IT FUNDAMENTALS

IT Fundamentals lays a foundation for computing, IT infrastructure, software development, and database usage – all the foundational knowledge needed to proceed into an information technology, cybersecurity, or network engineer career. The content in the IT Fundamentals course is built around the CompTIA IT Fundamentals certification exam because it is an industry-recognized certification. Students should be encouraged to obtain an industry certification before graduation, making them significantly more marketable as they pursue careers after high school.

COMPUTER & NETWORK SECURITY FUNDAMENTALS HONORS

This inspiring course covers the fundamentals of computer safety, network security, and prevention of digital attacks. You'll experience a hands-on approach to security strategies, expand your computer and networking security techniques, and improve your problem-solving skills.

OPERATIONAL CYBERSECURITY 3 HONORS *NEW FOR 26-27*

Operational Cybersecurity (Honors) provides students with advanced knowledge and practical skills related to protecting computer systems, networks, and digital infrastructure. Students explore real-world cybersecurity challenges and learn how to apply professional tools and strategies used to detect, mitigate, and prevent cyber threats.

This course emphasizes:

- Secure system design and implementation
- Countermeasures and defense mechanisms
- Vulnerability identification and mitigation
- Threat analysis and incident response
- Risk assessment and security planning

Through hands-on activities, simulations, and scenario-based learning, students gain a deeper understanding of the cybersecurity landscape and the methods organizations use to protect sensitive information and maintain operational integrity.

AP CYBER: NETWORKING

(AP Career Kickstart – Networking)
Grades: 10–12

AP Cyber: Networking is a full-year Advanced Placement Career Kickstart™ course that parallels a first-year collegiate **Introduction to Networking** class. Students build foundational knowledge of how computer networks operate and gain hands-on experience configuring, troubleshooting, and securing devices and network infrastructure.

The course blends **essential networking concepts** with **real-world problem-solving activities** to deepen students' understanding of:

- Network hardware (switches, routers, modems, servers, wireless access points)

- Logical and physical network configurations
- Data transmission and protocols that ensure reliable, accurate communication
- Security-first practices to protect data within and between networks

Throughout the course, students work collaboratively to connect, configure, and secure devices while applying critical thinking, documentation, and communication skills- mirroring expectations in modern IT and cybersecurity careers.

AP CYBER: SECURITY *NEW FOR 26-27*

Grades: 11–12
Prerequisite: *AP Cyber: Networking*

AP Cyber: Security mirrors a first-year **college-level introduction to cybersecurity**. Students learn how common threats and vulnerabilities combine to create risk, how organizations manage that risk, and how to design **defense-in-depth** strategies across physical spaces, networks, devices, and software/data. The course emphasizes authentic scenarios and performance tasks in which students practice **analyzing risk, mitigating vulnerabilities, and detecting attacks**, while considering ethical, legal, and societal impacts. Content and assessed skills align with the **NICE Workforce Framework** for cybersecurity roles.

Major Units

1. **Introduction to Security** – Core concepts (threats, vulnerabilities, risk), attacker goals and methods, security governance, and the defense-in-depth mindset.
2. **Securing Spaces** – Physical security and environmental controls; policies, training, and incident preparedness for facilities and people.
3. **Securing Networks** – Network risks (e.g., spoofing, DoS), segmentation (VLANs/DMZ), firewall/ACL concepts, and detection (IDS/IPS/SIEM).
4. **Securing Devices** – Endpoint hardening, authentication/authorization, malware types and controls, configuration baselines, patching.
5. **Securing Applications & Data** – Data classification and protection, application security controls, logging/monitoring, response and recovery.

EXERCISE SCIENCE PROGRAM:

The Exercise Science program is designed for highly motivated students interested in exploring a career in Exercise Science or Sports Medicine. Exercise Science pathway encompasses a wide variety of disciplines including biomechanics, sports nutrition, and exercise physiology. Exercise science professionals work in the health and fitness industry and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments and motivating individuals to modify negative health habits. In this rigorous program, students will take courses in Health Science A&P, Health Science Foundations, and Exercise Science. Students will have the opportunity to earn their National Academy of Sports Medicine (NASM) personal training certification.

HEALTH SCIENCE 1/ A&P HONORS

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

HEALTH SCIENCE FOUNDATIONS HONORS

This course is designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the

development of critical thinking and problem-solving skills. Students will also learn first aid skills and demonstrate the measurement of vital signs

EXERCISE SCIENCE HONORS

This course prepares students to be employed as Personal Trainers. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a personal trainer, develop and implement exercise programs for apparently healthy individuals or those who have medical clearance to exercise, proficiency in the appropriate fitness equipment used, as well as a foundation in the Musculo-skeletal system of the body.

HOSPITALITY AND TOURISM MANAGEMENT PROGRAM:

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

The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

INTRODUCTION TO HOSPITALITY AND TOURISM

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

HOSPITALITY & TOURISM MARKETING MANAGEMENT

The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

HOSPITALITY & TOURISM ENTREPRENEURSHIP

The purpose of this course is to provide with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.

ARTIFICIAL INTELLIGENCE (AI) FOUNDATIONS PROGRAM *NEW FOR 26-27*

Florida's AI Foundations Program prepares students for future education and careers in AI-enabled fields. It promotes:

- Higher-order reasoning & problem-solving
- Technical and employability skills
- Understanding of AI-based systems and their components
- Data literacy and introductory machine learning concepts

- Ethical, responsible AI development and evaluation

Major Topics & Skills

Students will:

- Explore global uses of AI and its growth in modern industries
- Understand core concepts and terminology of AI and machine learning
- Analyze case studies of AI's societal, ethical, and legal impacts
- Practice data collection, curation, and basic model evaluation
- Engage in hands-on AI activities (e.g., chatbots, simulations, interactives)
- Investigate how AI influences business, communication, and daily life

ARTIFICIAL INTELLIGENCE IN THE WORLD *NEW FOR 26-27*

Artificial Intelligence in the World is an introductory high-school course that provides students with a broad understanding of artificial intelligence and its increasing role across global industries and everyday life. Students examine how AI systems work, explore real-world applications, and interact with foundational AI tools through hands-on activities such as chatbots and other interactive technologies.

Course content introduces students to the Five Big Ideas in AI, as defined by Florida's AI Framework:

- Perception: How computers sense and interpret the world
- Representation & Reasoning: How intelligent systems model data and make decisions
- Learning: How computers learn from data
- Natural Interaction: How AI systems interact with humans
- Societal Impact: Ethical, legal, and social implications of AI use

Students develop awareness of AI's capabilities and limitations while examining how AI influences decision-making, automation, business, communication, and problem-solving across sectors. They will investigate AI's ethical considerations, including fairness, transparency, privacy, and responsible use in society.

EHS FIRE ACADEMY (GRADES 10-12 ONLY)

The Firefighter Academy at Everglades High School is a joint venture between Everglades High School (EHS) and the City of Miramar Fire Department.

- All the courses are taught by fire fighters from the City of Miramar Fire Department.
- 3-year program that will prepare cadets for entry into postgraduate fire academies.
- Seniors can earn industry certification in Level 1 firefighting.
- To apply they must have a minimum GPA of 2.5, excellent attendance, and no disciplinary history.
- Students can apply for the program beginning in their 10th grade year.

WORLD LANGUAGES

The **Seal of Biliteracy** is an award in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual. After completing four years in Spanish, students will be awarded the **Seal of Biliteracy.**

PRE-AP SPANISH 1 HONORS

Pre- AP Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

PRE-AP SPANISH 2 HONORS

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

SPANISH 3 HONORS

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

SPANISH 4 HONORS

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

SPANISH 5 HONORS

Spanish 5 expands the skills acquired by the students in Spanish 4. 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 writing, reading and speaking skills. Topics of high student interest are studies, such as film, media, music, art and authentic reading is increased. The curriculum is focus on pre-ap for students to be ready and successful in the Advanced Placement Spanish Language and Culture class, if desired to continue the language studies.

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE AND CULTURE

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning.

The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

AICE SPANISH LANGUAGE & LITERATURE (AS LEVEL)

The Cambridge International AS Level 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.

PERFORMING FINE ARTS

INTRODUCTION TO ART HISTORY

Students will take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials

2D STUDIO ART 1

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark-making and/or the organizational principles of design in composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and the consumption of art materials.

2D STUDIO ART 2

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

2D STUDIO ART 3 HONORS

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and the consumption of art materials. Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors-level rigor will be achieved by increasing text complexity through text selection, focusing on high-level qualitative measures, and the complexity of the task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning students a greater quantity of work.

PORTFOLIO DEVELOPMENT: DRAWING-HONORS

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that

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

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

ADVANCED PLACEMENT (AP) STUDIO ART TWO-DIMENSIONAL DESIGN PORTFOLIO & ADVANCED PLACEMENT ART-DRAWING PORTFOLIO

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design, and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined and applied over the course of the year to produce visual compositions.

LEGACY CHOIR:

LEGACY BEGINNING CHOIR

This is the fundamental singing course for Legacy Choir, designed for all female singers who are new to the Legacy Choir program, regardless of prior middle or elementary school experience. This class welcomes students who are eager to learn how to sing and read music as a group. Students will develop essential vocal techniques, ensemble singing skills, and music literacy while exploring a variety of choral repertoire.

This course includes four required performances outside of the school day and may also involve after-school rehearsals to prepare for these events. Students will have opportunities to participate in honor choirs, solo performances, and travel with the entire Legacy Choir program. Some past destinations include: Walt Disney World, Universal Orlando, Tampa, Atlanta (Georgia) and Nashville (Tennessee). A required fair share fee is associated with this class, which students can pay out of pocket or through fundraising efforts. No prior experience is necessary—just a commitment to learning, collaborating, and enjoying the art of choral music!

LEGACY BASS CHOIR COURSE DESCRIPTION

Legacy Bass Choir is open to all male students, regardless of experience level, who are interested in developing their singing and music-reading skills. This course provides a welcoming environment for students to explore and strengthen their vocal abilities while learning the fundamentals of ensemble singing and music literacy. Through the study of diverse choral repertoire, students will build confidence, teamwork, and an appreciation for the art of choral music.

Students enrolled in this class are also members of Concert Choir, which meets weekly after school. Attendance at these rehearsals is a requirement of the course, in addition to four required performances outside of the school day. Students will also have opportunities to participate in honor choirs, solo performances, and travel experiences with the entire Legacy Choir program. Some past destinations include: Walt Disney World, Universal Orlando,

Tampa, Atlanta (Georgia) and Nashville (Tennessee). A required fair share fee is associated with this class, which can be paid out of pocket or through fundraising efforts. Whether you're a beginner or an experienced singer, this class offers the tools, challenges, and support to grow as a musician and performer!

LEGACY TREBLE CHOIR

Legacy Treble Choir is designed for female singers who have successfully completed Beginning Choir and are ready to advance their vocal and musical skills. This course builds on foundational techniques, emphasizing intermediate-level vocal training, ensemble singing, and music literacy. Students will study a variety of choral repertoire from diverse genres and cultures, fostering both technical growth and artistic expression.

Students enrolled in this class are also members of Concert Choir, which meets weekly after school. Attendance at these rehearsals, as well as four required performances outside of the school day, is a mandatory component of the course. Additionally, singers in Legacy Treble Choir will have opportunities to participate in honor choirs, solo performances, and travel experiences with the Legacy Choir program. Some past destinations include: Walt Disney World, Universal Orlando, Tampa, Atlanta (Georgia) and Nashville (Tennessee). A required fair share fee is associated with this class, which can be paid out of pocket or through fundraising efforts. This class offers a supportive and dynamic environment for singers to continue their growth as musicians and performers.

LEGACY CHAMBER CHOIR

Legacy Chamber Choir is an audition-only ensemble open to highly dedicated and serious singers in grades 10-12. Admission to this elite group is determined through a rigorous three-part audition process, ensuring that students possess the advanced skills and commitment required for this level of performance. The curriculum focuses on refining vocal technique, ensemble precision, and musical artistry through the study of challenging and diverse repertoire.

Members of Legacy Chamber Choir are required to participate in additional rehearsals and performances both at school and within the community, in addition to the four required performances with Concert Choir. They also perform as part of Treble, Bass, and Concert Choirs, contributing to a comprehensive choral experience. These students have access to the same additional performance opportunities as other choirs, including honor choirs, solo performances, and travel experiences with the Legacy Choir program. Some past destinations include: Walt Disney World, Universal Orlando, Tampa, Atlanta (Georgia) and Nashville (Tennessee). A required fair share fee is associated with this class, which can be paid out of pocket or through fundraising efforts. Legacy Chamber Choir is the pinnacle of the Legacy Choir program, offering an unparalleled opportunity for dedicated singers to excel as musicians and performers.

MUSIC OF THE WORLD

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. 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.

GATOR BAND:

BAND I

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

This is a performance-based course where students are also members of the instrumental music ensembles, including the Marching Band and Concert Band. The course includes mandatory performances such as sports events, parades, ensemble concerts, and evaluations. Students will also have the chance to participate in honor bands, competitions, and exciting travel opportunities. Recent highlights include the Orange Blossom Classic, Florida Blue Battle of the Bands in Orlando, FL, and performances at Busch Gardens in Tampa.

Note: Please note that there is a financial obligation associated with this course. Join us and be part of the Everglades music ensembles—no prior experience is required!

BAND II

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

This is a performance-based course where students are also members of the instrumental music ensembles, including the Marching Band and Concert Band. The course includes mandatory performances such as sports events, parades, ensemble concerts, and evaluations. Students will also have the chance to participate in honor bands, competitions, and exciting travel opportunities. Recent highlights include the Orange Blossom Classic, Florida Blue Battle of the Bands in Orlando, FL, and performances at Busch Gardens in Tampa.

Note: Please note that there is a financial obligation associated with this course. The Concert Band is an excellent environment for nurturing both developing musicians and individuals.

BAND III, IV, V

The Symphonic Band is a year-long, advanced-level course designed for dedicated and serious musicians in grades 10–12 (9th graders may be accepted by recommendation). The curriculum focuses on developing advanced instrumental ensemble skills, deepening music literacy and theory, and fostering a strong aesthetic engagement with a wide range of high-quality repertoire, from early music to contemporary works. This class encourages musical independence and leadership, providing students with opportunities to grow both individually and as part of a collective group.

This is a performance-based course where students are also members of the instrumental music ensembles, including the Marching Band and Concert Band. The course includes mandatory performances such as sports events, parades, ensemble concerts, and evaluations. Students will also have the chance to participate in honor bands, competitions, and exciting travel opportunities. Recent highlights include the Orange Blossom Classic, Florida Blue Battle of the Bands in Orlando, FL, and performances at Busch Gardens in Tampa.

Note: Please note that there is a financial obligation associated with this course. The Symphonic Band is an excellent environment for nurturing both developing musicians and individuals.

INSTRUMENTAL TECHNIQUES *NEW FOR 26-27*

Instrumental Techniques is a performance-based course designed to develop students' musical and technical skills on their chosen instrument. Students refine tone production, technique, articulation, scales, and music-reading skills through structured practice, etudes, and selected music literature. The course emphasizes problem-solving, critical thinking, and reflective practice, enabling students to grow as disciplined, independent musicians.

Students engage in both individual and ensemble skill-building, learning proper rehearsal strategies and developing the physical and cognitive abilities required for high-quality performance. Public performances may serve as culminating demonstrations of learning.

Participation in rehearsals and performances outside the regular school day may be required. Students may also need to obtain an instrument through borrowing, rental, or purchase.

GUITAR:

GUITAR 1

In Guitar 1, students learn rudimentary guitar techniques including triadic chords formations, simple melodies, accompaniment patterns and how to read several music notation systems. They are introduced to theories of sound production, rhythm, harmony, and musical scales, and through guided exercises develop listening skills that enable them to begin to analyze a variety of musical styles. Throughout the year, students play basic guitar solo and duet pieces and have additional opportunities to learn other instruments found in contemporary ensembles such as piano, bass, and drums.

Note: Prior musical experience is not required for this course.

GUITAR 2

Guitar 2 students continue to develop technical skills on the guitar and other instruments and learn analytical techniques that are applied to music of various genres. They are introduced to four-part harmonies and increasingly complex rhythms, which they learn to apply to their specific instrument, and the basics of notating music. They learn aspects of ensemble rehearsal and performance and develop individual practice habits that allow them to begin exploring and reproducing myriad forms of music on their own or in groups with others.

Note: Guitar 1 is prerequisite for this course, but that requirement may be waived by the instructor if students demonstrate preexisting knowledge of the areas outlined in that course.

GUITAR 3

Guitar 3 students further expand their knowledge of music theory, practice, and performance techniques. They analyze complex harmonic progressions and begin to learn compositional techniques and idiomatic features typical to popular music, rock, jazz, blues, and other forms. Students learn advanced music notation techniques and are given short exercises to practice transcription of brief selections of recorded music. Guitar 3 students are encouraged to develop individual and/or group musical projects and are provided with ample opportunity to perform for school events.

Note: Guitar 2 is a prerequisite for this course.

GUITAR 4

Guitar 4 students receive broad preparations that enable them to continue their musical studies after high school. They continue developing individual and group musical projects; they transcribe longer musical selections and incorporate those into their personal playing; they build their knowledge of music repertoire; they study music history to better understand the origins of contemporary genres; and learn practical knowledge of the music industry encompassing live performance, recording technology, and business aspects of being a working musician. The capstone for the four-year Guitar courses includes public concert performances at the end of each semester.

Note: Guitar 3 is a prerequisite for this course.

THEATRE:

THEATRE, CINEMA, AND FILM PRODUCTION *NEW FOR 26-27*

Theatre, Cinema, and Film Production is a yearlong course in which students explore the artistic, technical, and analytical foundations of theatre and film. Students examine cinematic elements, film production techniques, and theatrical storytelling to understand how creators use visual, auditory, and performance tools to convey theme and meaning. Through a comparative study of theatre, film, and literature, students analyze how different mediums bring stories to life.

The course introduces students to:

- Narrative structure and thematic development
- Cinematic techniques (camera movement, editing, sound, lighting)
- Theatrical elements (performance, staging, design)
- Historical, cultural, and societal influences on theatre and film
- The relationship between artistic choices and audience response

Students may engage in performance activities, script analysis, production design exercises, and film-based projects. Public performances or screenings may serve as culminating experiences aligned to instructional goals. Students may also be required to attend rehearsals, technical work sessions, or film production experiences beyond the regular school day to support and assess classroom learning.

THEATRE 1

Theatre 1 introduces students with little or no prior experience to the foundational elements of theatre. Coursework emphasizes theatre appreciation, basic performance techniques, improvisation, creative dramatics, beginning scene work, and an introduction to character development. Students explore theatre literature, history, cultural connections, and basic technical elements. The course encourages collaboration, creativity, and the integration of other art forms such as music, visual art, and dance.

Note: Students may be required to participate in rehearsals and performances outside the school day

THEATRE 2

Theatre 2 expands upon the skills gained in Theatre 1, offering students opportunities to deepen their understanding of performance, playwriting, and the contributions of influential playwrights. Students strengthen characterization techniques, explore creative dramatics, engage in more advanced improvisation, and apply technical elements to scene work. The course promotes both skill refinement and appreciation of theatrical literature and production practices.

Note: Students may be required to participate in rehearsals and performances beyond the school day.

THEATRE 3 HONORS

Designed for students with significant theatre experience, Theatre 3 Honors emphasizes advanced performance, analysis, and creative work. Students engage in rigorous, self-directed and teacher-guided study, reflecting on aesthetics, historical influences, and cultural perspectives in theatre. Coursework includes advanced acting, directing concepts, innovative performance methods, and development of a comprehensive theatre portfolio demonstrating mastery, creative growth, and analytical skill.

Note: Extra rehearsals and performances outside school hours are required.

THEATRE 4 HONORS

Theatre 4 Honors is designed for highly experienced theatre students seeking advanced engagement with all aspects of theatrical performance and production. This course is primarily self-directed, with students pursuing in-depth study of performance, directing, dramaturgy, and design. Students assemble a refined, professional-quality portfolio demonstrating artistic vision, technical skill, and sophisticated oral and written analysis. Coursework includes complex performance work, creative problem-solving, original dramatic writing, and exploration of global theatrical traditions.

Note: Extra rehearsals and performances beyond the regular school day are required.

PHYSICAL EDUCATION

BASKETBALL 1-2

The purpose of this course is to develop the physical skills necessary for Basketball and 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.

This course will be utilized towards your Half Credit towards Physical Education Requirement.

HOPE

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle. Students will receive One Half Credit towards their Physical Education Requirement for Graduation... Students need One Full Credit of Physical Education to Graduate...

The content includes, but is not limited to, the following:

- Personal health (wellness planning, decision-making, goal setting, prevention of child abuse and neglect)
- Mental and emotional health (prevention of depression interpersonal, coping skills and suicide)
- Nutrition (physical activity and wellness)
- Substance use and abuse (tobacco, alcohol, and other drug use and abuse)
- Injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- Personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention
- Prevention and control of disease (including HIV/AIDS and other STIs)
- Community and consumer health (resources and advocacy)
- Teen dating violence (abuse prevention)

Students will also utilize the following area for class purposes such as the Gymnasium, Track, and Weight Room for their Physical Well Being and Requirement for their Health-Related Components of Physical Education.

TEAM SPORTS 1 & 2

The purpose of this course is to develop the physical skills necessary for Team Sports and 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. The various activities that are covered in this course include Basketball, Soccer, and Volleyball...This course will be utilized towards your Half Credit towards Physical Education Requirement.

VOLLEYBALL 1-4

The purpose of this course is to develop the physical skills necessary for Volleyball and 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. This course will be meet your needs for a Half Credit towards your Physical Education Graduation Requirement.

WEIGHT TRAINING 1-4

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. Students will be educated on the following Components of Physical Education such as Coordination, Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Fitness, and Body Composition. This course meets your Half Credit towards Physical Education Graduation Requirement.

ADDITIONAL ELECTIVES

JROTC

The Junior Reserve Officer Training Corps (JROTC) program is more than a class—it's an opportunity to develop as a leader, collaborator, and community member while fulfilling a high school graduation requirement. By focusing on leadership, teamwork, and followership, JROTC equips students with essential skills for future success in college, careers, and life.

Program Objectives and Structure

The JROTC program is structured across four levels, each building upon the last to develop well-rounded, capable leaders:

Level 1: Introduces foundational skills in leadership, teamwork, and study techniques while encouraging self-discipline and responsibility.

Level 2: Expands leadership principles and emphasizes communication, collaboration, and social responsibility.

Level 3: This level focuses on advanced leadership, conflict resolution, and planning and offers opportunities to mentor younger cadets.

Level 4: Prepares students for leadership roles, emphasizing community engagement and project management while honing their ability to lead teams effectively.

Student Expectations

Participation in JROTC requires commitment and a positive attitude. Cadets are expected to:

- Engage fully in class and team activities.
- Attend scheduled uniform inspections.
- Demonstrate respect, integrity, and discipline in all actions.
- Actively contribute to service-learning projects and events.
- Benefits of Participation

JROTC provides invaluable benefits, including:

- Leadership, teamwork, and communication skills.
- Enhanced study habits, test-taking strategies, and academic success.
- A sense of camaraderie and social responsibility through collaborative projects.
- Opportunities to compete in and lead extracurricular activities like the Raider Team, Color Guard, and Drill Team.

Projects, Commitments, and Fees

Projects- Cadets participate in impactful service-learning projects and leadership exercises.

Afterschool Commitments- While voluntary, activities like Raider Team, Color Guard, and Drill Team offer cadets opportunities to excel outside the classroom.

Events- Competitions, community service initiatives, and ceremonial duties showcase the program's dynamic nature.

Fees- Cadets are required to purchase a PT uniform (top and bottom) for $30. All service uniforms are provided at no additional cost.

STUDENT GOVERNMENT ASSOCIATION (SGA)

In this Leadership Skills Development course, you will become familiar with different ways of exercising leadership, your own strengths and weaknesses, and how you can best work with others in a leadership context. You will learn and apply leadership skills in a hands-on practical way that encourages you to challenge your own beliefs and assumptions about what constitutes leadership. It is a project-based class designed to train student leaders in areas of leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, study in self-understanding, goal setting, self-actualization, assertiveness, public speaking, human relations, public relations, team building, and other group processes.

This course also offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, moving to the examination of evolving contemporary beliefs. The emphasis is on the application of concepts in actual leadership settings and situations.

GLOBAL LEADERS UNITED- FORMERLY LATINOS IN ACTION

Global Leaders United offers an asset-based approach to bridging the graduation and opportunity gap for Latino students, working from within the educational system to create positive change.

What are the Student Eligibility Requirements?
Students must comply with the following standards to be part of Global Leaders United:

- Participate in weekly literacy elementary tutoring
- Maintain a 2.0+ GPA

PEER COUNSELING

The content focus of this course is consistent with the requirements of the Peer Counseling course as described by the state of Florida. The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution. This course includes the following content which will prepare each student to successfully be able to demonstrate, knowledge of the functions and responsibilities of peer facilitators, awareness of varied behavioral responses to situational, environmental, and chemical elements, and the impact of subsequent decision-making on self and others. Knowledge of basic human needs and the ways in which they can be met while developing group cohesion. Use of basic facilitative communication skills to identify your own feelings and needs and communicate them in a positive way. They will also learn how to demonstrate awareness of leadership styles and of methods for dealing with conflict and steps to resolution.

PEERS AS PARTNERS IN LEARNING

The Peers as Partners in Learning elective is a peer mentorship course, where students volunteer to help other students who need support in one of their core classes. The course focuses on service over self and will help to foster reciprocal positive peer relationships.

EXECUTIVE INTERN

EXECUTIVE INTERN 3 AND 4

An Executive Intern program is a structured internship designed to give students hands-on experience within the High School. This program provides students with an immersive experience and provides a unique opportunity to work closely with our school's staff and assisting in leadership positions. Interns will be involved in a variety of tasks

and projects that are essential to the smooth operation of Everglades High School. Students' grades are based on the work they do with their teacher and are awarded an honors credit. A student's grade will drop if they are late to class and not fulfilling the roles of their assigned locations. Grades will be issued on a weekly basis pending teacher feedback.

Note: To be eligible for this program, you must be either a Junior or a Senior with an unweighted GPA of a 3.5.