



# Curriculum Guide

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2026-2027

# Principal's Message

Greetings Dragons:

This curriculum guide has been prepared to assist you in selecting the courses you will take during the 2026-2027 school year. The information in this guide provides insight regarding course requirements and expectations to assist students in making informed decisions regarding magnet pathways and academic course options while completing the 2026-2027 course selection cards. Also included in this guide are the current graduation requirements, registration procedures, and all of the courses of study, including but not limited to academic and magnet pathways available at Stranahan High School.

Students are guided to select a magnet pathway with a specific course of study or program major as a 9th grader. This focus offers students the opportunity to explore career interest areas through selected pathway courses. The selected pathways offer innovative ways of organizing the curriculum, these career pathways will continue to be expanded and developed throughout a student's four-year plan.

Magnet pathways are designed around broad areas of interest including art, business, communication, computer science, education, engineering, law studies, leadership, and medical sciences. Enrollment in a magnet program of study will offer students the opportunity to experience first-hand from the school's business and industry partners, career opportunities, work-based skills, and expectations as they investigate their areas of post-secondary and career interest. Meeting complete requirements of three courses in a program of study along with a GPA of a 3.0 at graduation will also make application for the Florida Gold Seal Scholarship possible.

Course selection is an important process for all students, and all decisions should be made only after careful consideration of your interest, based on plans for future academic and career goals. The best planning for this process should include your parents, the school guidance counselors, Magnet Coordinators, BRACE advisor, and your current teachers. Stranahan High School offers students a wide range of opportunities for scholarships and special awards. These are available for all students and include Florida Academic Scholars, Florida Medallion Scholarship, and Florida Gold Seal Scholarship. The faculty and staff of Stranahan High School want your experience to be rigorous and productive. We are continually striving to make Stranahan High School and its programs the highest quality preparation for all students.

Best of luck in your educational endeavors.



Nichola Gayle  
Principal

**Be Determined, Be Fearless, Be Extraordinary, Be a Dragon!**



# STRANAHAN HIGH SCHOOL

Course Selection Guide Booklet and Course Catalog 2026-2027

## Meet the team.



Mrs. Nichola Gayle  
Stranahan High School Principal



Mr. Antonio Wright  
9th Grade Assistant Principal



Mr. Joshua Philpart  
10th Grade Assistant Principal



Mr. Bobby Goodwin  
11th Grade Assistant Principal



Ms. Brooke Smith  
12th Grade Assistant Principal



Mr. Robert Bryant  
Magnet Coordinator



Ms. Natasha Pugh  
Magnet Coordinator



Ms. Ester Dawkins  
Student Services Director



Ms. Tasha Phipps  
School Counselor



Mr. William Menzel  
School Counselor



Ms. Davida Montgomery  
School Counselor



Ms. Ewana Anderson  
BRACE Advisor



Ms. Lilia Francois  
School Social Worker



Ms. Samantha Shortridge  
Stranahan High ESE Specialist



*Stay Connected*

Main Office: 754.323.2100  
Attendance: 754.323.2102  
Guidance: 754.323.2111



# STRANAHAN HIGH SCHOOL

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# Graduation Requirements

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

- 4-year (24 credit) standard high school diploma
- 18 credit ACCEL Diploma
- Career and Technical Education Pathway
- Complete AICE Curriculum

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

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

## Early High School Graduation

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

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

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### Graduation Requirements Charts

The following chart displays the requirements for a standard 24-Credit diploma. This information is current as of January 2023 and may be subject to change dependent upon new legislation.

## STANDARD DIPLOMA

24-CREDIT

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



|                                                              |                                                                                                                                                       |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| English                                                      | 4.0 Credits                                                                                                                                           |
| Mathematics                                                  | 1.0 Credit Algebra 1                                                                                                                                  |
|                                                              | 1.0 Credit Geometry                                                                                                                                   |
|                                                              | 2.0 Credits Additional Math                                                                                                                           |
| Science                                                      | 1.0 Credit Biology                                                                                                                                    |
|                                                              | 2.0 Credits Additional Science identified as Equally Rigorous                                                                                         |
| Social Studies                                               | 1.0 Credit World History                                                                                                                              |
|                                                              | 1.0 Credit U.S. History                                                                                                                               |
|                                                              | 0.5 Credit U.S. Government and Take the Civics Literacy Exam                                                                                          |
|                                                              | 0.5 Credit Economics                                                                                                                                  |
| World Languages                                              | Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships. |
| Fine or Performing Arts, Speech, Debate, or Career/Technical | 1.0 Credit Fine or Performing Arts, Speech, Debate, or Career/Technical                                                                               |
| Physical Education                                           | Option 1: 1.0 Credit Physical Education to include integration of Health (HOPE)                                                                       |
|                                                              | Option 2: 0.5 Credit Personal Fitness; and<br>0.5 Credit PE Elective (may be satisfied thru Marching Band or Dance)                                   |
|                                                              | Option 3: Complete 2 full years of JROTC                                                                                                              |
|                                                              | Option 4: Complete 2 full seasons of a Junior Varsity or Varsity Sport                                                                                |
|                                                              | Option 5: Choose the ACCEL 18-Credit Option                                                                                                           |
| Personal Financial Literacy                                  | 0.5 Credit Personal Financial Literacy                                                                                                                |
| Electives                                                    | 7.5 Credits                                                                                                                                           |
| TOTAL                                                        | 24.0 Credits                                                                                                                                          |
| State Assessments                                            | Passing score on the <b>Grade 10 English/Language Arts (ELA)</b> statewide, standardized assessment or concordant score.                              |
|                                                              | Passing score on the <b>Algebra 1 EOC</b> or concordant score.                                                                                        |
| Grade Point Average                                          | Cumulative, unweighted GPA of 2.0 on a 4.0 scale                                                                                                      |
| Service Hours                                                | Option 1: 40 hours                                                                                                                                    |
|                                                              | Option 2: Choose the ACCEL 18-Credit Option                                                                                                           |



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### Online Course Graduation Requirement

Florida Statute 1003.428 (2)(a) requires high school students take at least “one full course,” included in the 24 credits required for graduation, be successfully completed in an online/blended learning environment.

### Academically Challenging Curriculum to Enhance Learning (ACCEL)

#### An Overview of ACCEL Legislation:

- ACCEL Options:
  - Educational options that provide academically challenging curriculum or accelerated instruction to eligible K-12 students.
  - Minimum options:
    - Whole grade and mid-year promotions
    - Subject-matter acceleration
    - Virtual instruction in higher grade level subjects
    - Credit Acceleration Program (under 1003.4295,(F.S.))
  - Additional options:
    - Enriched science
    - STEM coursework
    - Enrichment programs
    - Flexible groups
    - Advanced academic coursework
    - Combined classes
    - Self-paced instruction
    - Curriculum compacting
    - Advanced- content instruction
    - Telescoping curriculum
- Each high school is required to advise each student of programs through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment and early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction as specified in ss. 1003.4295, F.S. Each high school is also required to advise each student of the early and accelerated graduation options under ss. 1003.4281 and 1003.429, F.S.
- Parents and students may contact the principal at the student’s school for information related to the school’s process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal. Additional ACCEL options may be available at the student’s school. Please contact the school counselor at 754.323.2111 for all additional options available.



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### Making the Right Choice

The right graduation program for a particular student is the one that best fits the abilities, interests, and goals of the individual student. Families should consider the educational benefits of each program and choose the program that will best prepare the student for his/her postsecondary education or career plan. Here are some things that students and families should consider:

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

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

### Weighted Quality Points for High School Class Ranking

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



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### Weighted Quality Points for High School Class Ranking

| Type of Course                                           | Weighted Points |
|----------------------------------------------------------|-----------------|
| Honors or Local Honors                                   | +1              |
| Foreign Language above second year                       | +1              |
| Dual Enrollment 2006-07 and prior, 1000 level            | +1              |
| Dual Enrollment 2006-07 and prior, 2000 level or higher  | +2              |
| All college level Dual Enrollment 2007-08 and thereafter | +2              |
| Pre-AICE or Pre-IB or Pre-AP                             | +1              |
| AP, IB, or AICE                                          | +2              |
| AP, IB, or AICE without the exam                         | +1              |

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

### Grade Forgiveness Policy

#### High School Grade Forgiveness Policy:

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

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

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

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

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

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

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# GENERAL INFORMATION

## Advanced Placement Program

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

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

## Honors Program

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

## Local Honors Courses

Broward County high schools can apply for Local Designation of Honors for any course that the State Course Directory does not recognize as honors. Any course that was approved, as a local honors course, will have a local honors designation of "LH" added to the district course code title.

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

## Exceptional Student Education

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



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### English Language Learners

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

### Career and Technical Education (CTE)

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

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

Students who earn a Gold Standard Industry Certification, also earn articulated credits to the state colleges.

### Innovative Programs

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

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### Cambridge Advanced International Certificate of Education (AICE) Curriculum

The Cambridge AICE Diploma offers breadth across the curriculum and depth in selected subjects, with a balance of math and sciences, languages, and arts and humanities. Learners must pass a combination of Cambridge International AS & A Level exams, with at least one course coming from each of three subject groups, as well as the core component, Cambridge International AS Level Global Perspectives & Research. Please refer to the AICE Organization website for the most current diploma requirements for this graduation option.

### Magnet Programs

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

### Career Dual Enrollment ([Share Time Programs](#))

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

Share Time opportunities are open to all Broward County full time high school students, age 16 years or older and having earned at least 11 credits with an unweighted GPA of a 2.0 (some programs require a higher unweighted GPA). Transportation may be provided to and from your home high school to one of the BCPS college-like campuses.

### Dual Enrollment Program

Dual enrollment is an acceleration program that allows students in grades 6-12 to simultaneously earn credit toward high school completion and a career certificate or an associate or baccalaureate degree at a Florida public postsecondary institution. Students who meet program requirements may concurrently enroll in courses that are creditable toward a post-secondary certificate, Associate's degree, or Bachelor's degree at technical college, Broward College, and state universities.

Students must meet the following requirements:

- Earn a minimum 3.0 unweighted grade point average prior to enrollment (2.0 for technical dual enrollment).
- Obtain approval from parent and from the high school principal.
- Obtain minimum ACT, SAT or PERT placement scores prior to enrollment.
- Select courses from the approved list.



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- Satisfy any required prerequisites.
- Maintain a 3.0 unweighted GPA (2.0 in career dual enrollment) in high school coursework and a 2.0 college GPA to continue in the program.
- The 3.0 high school GPA is inclusive of any Dual Enrollment college courses taken.
- Conform to all School Board and post-secondary institution policies and procedures.

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

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

## Early Admissions Program

Early admission is another form of dual enrollment through which eligible students enroll in a college on a full-time basis during the last year of high school. Both high school and college credit will be awarded when attending colleges where an articulation agreement is in place. Students are responsible for transportation. [Click here to get started.](#)

Students must meet the following requirements:

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

## Broward Advisors for Continuing Education (BRACE)

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

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



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### State University System (SUS) Admission Requirements

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

Admission decisions are based on:

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

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

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

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



# Magnet Pathways

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# Magnet Distinction Requirements

Students wishing to earn magnet distinction upon graduation must meet the following magnet program requirements listed below. If you have any questions regarding your magnet requirements or magnet program, please reach out to your magnet coordinator.



**Academic Performance:** Students earning magnet distinction will have completed 3 pathway courses, maintained academic performance and course requirements consistent with magnet standards for their program of study.



**Industry Certification:** Students earning magnet distinction will have successfully earned one or more industry certifications in their magnet program of study. Participation and successful completion of one or more Dual Enrollment courses is a concordant option for the industry certification requirement for magnet distinction.



**Internship Experience:** All Students seeking Magnet Distinction upon graduation must complete an internship experience in the summer of their junior year. Internships may be substituted for work experience and completion of the magnet internship portfolio course available via canvas. All requirements must be completed in the summer of the student's junior year. Please reach out to your magnet coordinator for more information.



**Externship Experience:** Magnet Students must participate in professional exposure, practice, and experiences provided through Career and Technical Student Organizations (CTSOs) in conjunction with local education partners under the supervision of qualified professional personnel.



**Senior Year Project:** All students seeking magnet distinction upon graduation must participate in a senior year project at the discretion of their program of study teacher. This project may include but not be limited to local and regional competitions and or include production of a class portfolio and community/stakeholder presentation of learning.



**Community Service:** Magnet students are expected to complete a minimum of 100 community service hours professional of which 60 will be in conjunction with their program of study Career and Technical Student Organization (CTSO).

# The school of Communication Art & Design

**Program Entrance Requirements:** 2-D Art, Music Conservatory, and Journalism are iCAN Options. Students are required to complete a School Choice (iCAN) Magnet Application however they are **NOT** required to earn qualifying FSA scores (Reading and Math Level: 3). Please click [here](#) for more information.

**Program Description:** The School of Communication Art & Design at Stranahan High School offers students multiple pathway options that can be completed over a four-year period. Classroom learning is reinforced with unique opportunities for students to explore careers and course work in art, communication, and performing fine arts. We provide our students with hands-on experience in performance and portfolio design and development.

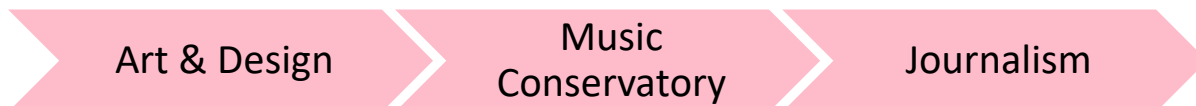
In addition to their academic coursework students are required to design and direct community outreach programs that engage the Dragon community and our community stakeholders by participating in their assigned Career Technical Student Organization (CTSO) or program specific student organizations.

Our programs also provide eligible magnet students with the opportunity to sit for several industry certification examinations. **\*Industry Certifications:** Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Many educational institutions have articulation agreements with Broward County Public Schools which allow them to accept the certifications received from high school programs to be counted (credits awarded) towards a post-secondary degree.

**Additional Program Information:** Students must complete all required coursework with a grade of “B” or higher and earn a minimum unweighted grade point average of 2.0.

**MAGNET DISTINCTION** - Students earning magnet distinction at graduation will have completed 3 pathway courses, earned two or more industry certifications, acquired at least 100 service hours (60 of which are obtained with their program of study known as magnet service hours), completed their summer internship (summer of junior year), completed and successfully presented senior year project, and maintained academic performance and course requirements consistent with magnet standards for their program of study.

## Communication Art & Design Magnet Pathway Concentration Options



*\* Successful Completion of 2 or more industry certifications may qualify students for CAPE Scholarship opportunity.*

**Note:** Many courses have specific pre-requisite requirements that must be followed. Students are encouraged to consult with their **Magnet Coordinator(s) and School Counselors** for additional pre-requisite information and to develop an educational plan for successful completion of their magnet program, inclusive of AP, AICE, and Dual Enrollment coursework.





# Communication Art & Design

2-D Art and Design, Music Conservatory, and Journalism

## Career Pathway: 2-D Art

### Program Entrance Requirements:

**Art & Design** requires School Choice (iCAN) Magnet Application

**Program Description:** The Magnet diploma in Art & Design prepares individuals to successfully enter post-secondary institutions or assume entry-level positions focused on artistic design and 2-D creations. It provides basic skills in a broad range of art and design coursework. Please visit the program's website for more information.

## Two-Dimensional Art

| Year                                                                                | Pathway Course Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|    | <b>2-D Studio Art 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Credit 1</b> |
|                                                                                     | This year-long, entry level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2D) artworks, including drawing, painting, printmaking, collage, and more.<br><b>Special Note:</b> This course incorporates hands-on activities and consumption of art materials.<br><b>PREREQUISITE:</b> None                                                                                                                                                                                              |                 |
|                                                                                     | <b>2-D Studio Art 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Credit 1</b> |
|                                                                                     | 2-D Studio Art II is an intermediate course that advances technical skills in drawing, painting, printmaking, and collage, focusing on refining composition, color theory, and, in some contexts, digital, or, in some contexts, digital media. Students explore advanced design principles, develop personal artistic style, and engage in critiques to analyze, document, and evaluate their own work and that of their peers.<br><b>Special Note:</b> This course requires student participation in Magnet CTSO.<br><b>PREREQUISITE:</b> 2D Studio Art 1                       |                 |
|  | <b>2-D Studio Art 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Credit 1</b> |
|                                                                                     | 2-D Studio Art III is an advanced, high-level course focusing on refined techniques in drawing, painting, printmaking, and collage, often serving as a bridge to AP portfolio work. It emphasizes in-depth exploration of 2-D design principles, personal artistic voice, sophisticated composition, and critical analysis of both personal and historical artworks to develop a cohesive, portfolio-ready, and technically proficient, body of work.<br><b>Special Note:</b> This course requires student participation in Magnet CTSO.<br><b>PREREQUISITE:</b> Teacher Approval |                 |
|                                                                                     | <b>2-D Art and Design (AP)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Credit 1</b> |
|                                                                                     | This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision making about how to use the elements and principles of art in an integrative way.<br><b>Special Note:</b> Students must submit a Portfolio of work for consideration by the College Board.<br><b>PREREQUISITE:</b> 2D Studio Art 3 and Teacher Approval                                                                                                                                                |                 |

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Communication Art & Design

2-D Art and Design, Music Conservatory, and Journalism

## Career Pathway: 3-D Art

### Program Entrance Requirements:

**Art & Design** requires School Choice (iCAN) Magnet Application

**Program Description:** The Magnet diploma in Art & Design prepares individuals to successfully enter post-secondary institutions or assume entry-level positions focused on artistic design and 2-D creations. It provides basic skills in a broad range of art and design coursework. Please visit the program's website for more information.

## Three-Dimensional Art

| Year                                                                                | Pathway Course Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p><b>2-D Studio Art 1</b> <span style="float: right;"><b>Credit 1</b></span></p> <p>This year-long, entry level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2D) artworks, including drawing, painting, printmaking, collage, and more.</p> <p><b>Special Note:</b> This course incorporates hands-on activities and consumption of art materials.</p> <p><b>PREREQUISITE:</b> None</p>                                                                                                                                                                       |
|  | <p><b>3-D Studio Art 1</b> <span style="float: right;"><b>Credit 1</b></span></p> <p>3-D Studio Art I is a foundational high school visual arts course exploring space, mass, balance, and form through hands-on creation of sculptures, ceramics, and structural designs. Students manipulate diverse materials like clay, wood, and plaster, while learning to apply elements of art, safety procedures, and critical analysis to their work.</p> <p><b>Special Note:</b> This course requires student participation in Magnet CTSO.</p> <p><b>PREREQUISITE:</b> 2D Studio Art 1</p>                                                                      |
|  | <p><b>3-D Studio Art 2</b> <span style="float: right;"><b>Credit 1</b></span></p> <p>3-D Studio Art II advances sculptural skills through in-depth exploration of materials like clay, wire, plaster, and found objects. Students focus on form, space, and balance to create functional or symbolic artworks.</p> <p><b>Special Note:</b> This course requires student participation in Magnet CTSO.</p> <p><b>PREREQUISITE:</b> 3D Studio Art 1 and Teacher Approval</p>                                                                                                                                                                                  |
|  | <p><b>3-D Studio Art 3</b> <span style="float: right;"><b>Credit 1</b></span></p> <p><b>3-D Studio Art III (Honors)</b> is an advanced studio course focused on mastering three-dimensional design principles such as space, balance, mass, and form. Students create complex, original works in ceramics, sculpture, or building arts using materials like clay, wood, plaster, and mixed media, with an emphasis on advanced craftsmanship and personal artistic voice.</p> <p><b>Special Note:</b> Students must submit a Portfolio of work for consideration by the College Board.</p> <p><b>PREREQUISITE:</b> 3D Studio Art 2 and Teacher Approval</p> |

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Communication Art & Design

2-D Art and Design, Music Conservatory, and Journalism

## Career Pathway: Music Conservatory

### Program Entrance Requirements:

**The Music Conservatory** requires School Choice (iCAN) Magnet Application

**Program Description:** The Music Conservatory Magnet diploma prepares individuals to successfully enter post-secondary institutions. Please visit the program's website for more information.

**Special Note:** This program requires students to obtain a musical instrument; parents may need to secure (e.g., borrow, rent, purchase) instruments from an outside source. Program requires participation in Marching Band. Students ARE REQUIRED to attend and/or participate in rehearsals and performances outside the school day to support learning in the classroom.

## Music Conservatory

### Year

### Pathway Course Recommendations



#### Instrumental Ensemble I

Credit 1

Students develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances serve as a culmination of specific instructional goals.

**PREREQUISITE:** Teacher Approval



#### Instrumental Ensemble II

Credit 1

Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods.

**PREREQUISITE:** Teacher Approval



#### Instrumental Ensemble III

Credit 1

strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances serve as a culmination of specific instructional goals.

**PREREQUISITE:** Teacher Approval



#### Instrumental Ensemble IV Honors

Credit 1

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression.

**PREREQUISITE:** Teacher Approval

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Communication Art & Design

2-D Art and Design, Music Conservatory, and Journalism

## Career Pathway: Journalism

### Program Entrance Requirements:

**Journalism** requires School Choice (iCAN) Magnet Application

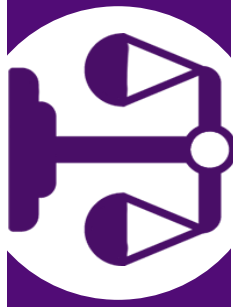
**Program Description:** Journalism provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, feature stories, entertainment reviews, and cartoon. In connection with workshop experiences, one or more student journalistic productions will be required.

## Journalism

| Year                                                                                | Pathway Course Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Journalism I</b> <b>Credit 1</b></p> <p>This course enables students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. In addition to written work, students will receive instruction in the history and traditions of journalism, as well as workshop experiences in design, advertising, research, interviews, and other practical aspects of journalistic enterprise</p> <p><b>PREREQUISITE:</b> None</p> |
|  | <p><b>Journalism II</b> <b>Credit 1</b></p> <p>This course enables students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. Students will be required to participate in production of the School Yearbook.</p> <p><b>PREREQUISITE:</b> Journalism I, Teacher consultation, and Completed Student/Parent Contract</p>                                                                                      |
|  | <p><b>Journalism III</b> <b>Credit 1</b></p> <p>Students continue to develop knowledge of journalism history, ethics use, and management techniques while participating in the production of print, multimedia, web, and broadcast/radio publications and other journalistic media.</p> <p><b>PREREQUISITE:</b> Journalism II, Completed Contract; Passed industry certification exam (Adobe Photoshop)</p>                                                                                                                                                                                                                        |
|  | <p><b>AICE Media Studies.</b> <b>Credit 1</b></p> <p>Learners develop a set of transferable skills, including the skill of thinking critically about mediated information, understanding its rhetorical qualities, and being aware of the significance of its conditions of production and reception.</p> <p><b>PREREQUISITE:</b> Teacher Approval; Passed industry certification exam (Adobe InDesign)</p>                                                                                                                                                                                                                        |

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.

# The school of Social & Behavioral Sciences



## Social and Behavioral Sciences

Law Studies, Debate, and Military Science & Leadership

**Program Entrance Requirements:** Students are required to complete a School Choice (iCAN) Magnet Application however are **NOT** required to earn qualifying FSA scores (Reading and Math Level: 3). Please click [here](#) for more information

**Program Description:** The School of Social and Behavioral Sciences at Stranahan High School offers students multiple pathway options that can be completed over a four-year period. Classroom learning is reinforced with unique opportunities for students to explore careers and course work in law studies, speech writing and delivery, and organizational and leadership. Programs in the School of Social and Behavioral Sciences strive to empower young people to be active and engaged citizens by equipping them with the knowledge and skills needed to successfully participate and create change in their communities.

In addition to their academic coursework students are required to design and direct community outreach programs that engage the Dragon community and our community stakeholders by participating in their assigned Career Technical Student Organization (CTSO) or program specific student organizations.

Our programs also provide eligible magnet students with the opportunity to sit for several industry certification examinations. **\*Industry Certifications:** Accredited Legal Professional and the ASVAB. Many educational institutions have articulation agreements with Broward County Public Schools which allow them to accept the certifications received from high school programs to be counted (credits awarded) towards a post-secondary degree.

**Additional Program Information:** Students must complete all required coursework with a grade of "B" or higher and earn a minimum unweighted grade point average of 2.0.

**MAGNET DISTINCTION** - Students earning magnet distinction at graduation will have completed 3 pathway courses, earned two or more industry certifications, acquired at least 100 service hours (60 of which are obtained with their program of study known as magnet service hours), completed their summer internship (summer of junior year), completed and successfully presented senior year project, and maintained academic performance and course requirements consistent with magnet standards for their program of study.

### Social & Behavioral Science Magnet Pathway Concentration Options



*\* Successful Completion of 2 or more industry certifications may qualify students for CAPE Scholarship opportunity.*

**Note:** Many courses have specific pre-requisite requirements that must be followed. Students are encouraged to consult with their **Magnet Coordinator(s) and School Counselors** for additional pre-requisite information and to develop an educational plan for successful completion of their magnet program.



# Social and Behavioral Sciences

Law Studies, Debate, and Military Science & Leadership

## Career Pathway: Debate

### Program Entrance Requirements:

Debate requires School Choice iCAN Magnet Application

**Program Description:** The Magnet Diploma in Debate develops students' research, critical thinking, and persuasive speaking skills through structured argument and civic discourse, preparing them for college, leadership, and civic life. Visit the program website for more information.

## Debate

| Year                                                                                | Pathway Course Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|    | <b>Debate I</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Credit 1</b> |
|                                                                                     | In Debate I students begin developing awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |
|                                                                                     | <b>PREREQUISITE:</b> None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |
|                                                                                     | <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |
|  | <b>Debate II</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Credit 1</b> |
|                                                                                     | This course focuses on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating arguments and debates. Students will critique debates, pay attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |
|                                                                                     | <b>PREREQUISITE:</b> Teacher consultation, completed contract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |
|                                                                                     | <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |
|  | <b>Debate III</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Credit 1</b> |
|                                                                                     | This course focuses on the advanced use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will participate in the construction of speeches and in the delivery of delivering and analyzing a variety of argument and debate formats such as Lincoln-Douglas, Team Debate, Extemporaneous. Students will also be delineating and evaluating arguments and specific claims in an oral or written text by; citing specific text evidence, assessing the validity of the evidence and soundness of the reasoning, and determining the sufficiency of evidence for success.                                                                                                                                                                                                                                             |                 |
|                                                                                     | <b>PREREQUISITE:</b> Teacher Approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |
|                                                                                     | <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |
|  | <b>Debate IV</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Credit 1</b> |
|                                                                                     | This course focuses on the advanced use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will demonstrate appropriate formal and informal public speaking techniques for audience, purpose, and occasion. Students will use eye contact and body movements, voice register and choices of language to present arguments. Additionally, students will strengthen writing and research skills to support selected points of view across a range of disciplines using a range of sources. Students will assess the veracity of claims and the reliability of sources, and different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences) while collaborating amongst peers, especially during the drafting and practicing stages of debate. |                 |
|                                                                                     | <b>PREREQUISITE:</b> Teacher Approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |
|                                                                                     | <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Social and Behavioral Sciences

Law Studies, Debate, and Military Science & Leadership

## Career Pathway: Law Studies

### Program Entrance Requirements:

Debate requires School Choice iCAN Magnet Application

**Program Description:** The Magnet diploma in Law Studies prepares students for legal careers by covering Political Science, civil/criminal law, and the justice system, while building skills in critical thinking, writing, and advocacy. This Program requires participation in mock trials. Please visit the program's website for more information.

## Law Studies - Debate

### Year

### Pathway Course Recommendations



#### Political Science /Law Studies Credit 1

Political Science and Law Studies examine government institutions, political processes, and their impact on American society. Students explore how law and the U.S. legal system affect daily life while studying the foundations of the legal system and key areas of law, including civil, criminal, family, and consumer law. The course emphasizes core legal principles such as justice and analyzes how state and federal court systems function to uphold these principles.

**PREREQUISITE:** None



#### Debate I Credit 1

In Debate I students begin developing awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings.

**PREREQUISITE:** Teacher consultation, completed contract



#### Debate II Credit 1

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating arguments and debates. Students will critique debates, pay attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

**PREREQUISITE:** Teacher Approval



#### Debate III Credit 1

This course focuses on the advanced use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will participate in the construction of speeches and in the delivery of delivering and analyzing a variety of argument and debate formats such as Lincoln-Douglas, Team Debate, Extemporaneous. Students will also be delineating and evaluating arguments and specific claims in an oral or written text by; citing specific text evidence, assessing the validity of the evidence and soundness of the reasoning, and determining the sufficiency of evidence for success.

**PREREQUISITE:** Teacher Approval

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Social and Behavioral Sciences

Law Studies, Debate, and Military Science & Leadership

## Career Pathway: Military Science and Leadership (MCJROTC)

### Program Entrance Requirements:

Military Science and Leadership (MCJROTC) requires School Choice iCAN Magnet Application

**Program Description:** The Magnet diploma in Medical Sciences prepares individuals to successfully enter post-secondary institutions or assume entry-level positions in healthcare industries. It provides basic skills in a broad range of medical/health science coursework. Please visit the program's website for more information.

## Military Science & Leadership

### Year

### Pathway Course Recommendations



#### Marine Corp. Leadership Education I

**Credit 1**

The purpose of this course is to enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

**PREREQUISITE:** None



#### Marine Corp. Leadership Education II

**Credit 1**

This course introduces students to the importance of career preparation that includes portfolios, resumes, job applications and interviews, college preparation and behavior in the workplace. Students will participate in a series of activities in the creation of a portfolio; complete a job application and participate in a job interview; know basic entrance requirements for college; complete a college application; develop acceptable behavior; and prepare a resume.

**PREREQUISITE:** Teacher Approval; Completed Contract, and Updated Physical on File



#### Marine Corp. Leadership Education III

**Credit 1**

This course provides information on opportunities for community service and employment in public service. It also explains the benefits of military service, Marine officers, and enlisted opportunities, the Selective Service System and the ASVAB. Students become aware of community service careers; explore career opportunities; explore military service benefits; describe the different enlisted accession and career programs; prepare for your career; understand Selective Service registration procedures. Students in this program will also participate in the ASVAB as a career and interest battery to assist with post-secondary college and career planning.

**PREREQUISITE:** Teacher Approval; Completed Contract, and Updated Physical on File



#### Marine Corp. Leadership Education IV

**Credit 1**

This course introduces cadets to all aspects of leadership and provides leadership development training. Students will assess attributes of leadership, define and explain core values and the fourteen leadership traits. Additionally, students will analyze the eleven principles of leadership while understanding key terms such as responsibility, authority and accountability and explaining the relationship between them. Students are also expected to participate in leadership development such as Drill, Raiders, and Sword Detail.

**PREREQUISITE:** Teacher Approval; Completed Contract, Updated Physical on File, and Passed Industry Certification exam (ASVAB) with a score of 65 or higher.

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.

# The school of Business and Management



**Program Entrance Requirements:** Business and Management programs are **iCAN Magnet Options**. Students are required to complete a School Choice iCAN Magnet Application, however, are **NOT** required to earn qualifying FSA scores (Reading and Math Level: 3). Please click [here](#) for more information.

**Program Description:** The school of Business and Management equips future business and industry leaders with the skills needed to thrive in a global marketplace. Programmatic-themed course work includes instruction in communication, understanding forms of business ownership and organizational structures, accounting concepts and practices, business law concepts, leadership skills, business ethics, governmental regulations, human resources and management issues, financial and data analysis, and career planning and development.

Working in their assigned Career Technical Student Organizations (CTSO) Business and Management students have a number of opportunities to form teams around budding business ideas, and work throughout the year to develop working prototypes, demos, and Venture Capitalist presentations.

Our programs also provide eligible magnet students with the opportunity to sit for several industry certification examinations. **\*Industry Certifications:** Design for Delight (D4L), Project Management (PMI), ServSafe, and Social Media Expert (SME). Many educational institutions have articulation agreements with Broward County Public Schools which allow them to accept the certifications received from high school programs to be counted (credits awarded) towards a post-secondary degree.

**Additional Program Information:** Students must complete all required coursework with a grade of “B” or higher and earn a minimum unweighted grade point average of 2.0.

**MAGNET DISTINCTION** - Students earning magnet distinction at graduation will have completed 3 pathway courses, earned two or more industry certifications, acquired at least 100 service hours (60 of which are obtained with their program of study known as magnet service hours), completed their summer internship (summer of junior year), completed and successfully presented senior year project, and maintained academic performance and course requirements consistent with magnet standards for their program of study.

## Business & Management Magnet Pathway Concentration Options



*\* Successful Completion of 2 or more industry certifications may qualify students for CAPE Scholarship opportunity.*

**Note:** Many courses have specific pre-requisite requirements that must be followed. Students are encouraged to consult with their **Magnet Coordinator(s) and Guidance Counselor** for additional pre-requisite information and to develop an educational plan for successful completion of their magnet program.



# Business and Management

Entrepreneurship, Finance, Hospitality & Tourism, and Culinary Arts

## Career Pathway: Entrepreneurship

### Program Entrance Requirements:

Business & Entrepreneurship requires School Choice iCAN Magnet Application

**Program Description:** The Magnet diploma in Business and Management prepares individuals to successfully enter post-secondary institutions or assume entry-level positions in business and entrepreneurship. Our program is a beacon of innovation and business acumen, offering students a comprehensive pathway through the exciting world of entrepreneurship. Please visit the program's website for more information.

## Entrepreneurship

### Year

### Pathway Course Recommendations



#### **Business and Entrepreneurship Principles Credit 1**

This course is designed to introduce business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on providing young entrepreneurs hands on experiences designed to equip learners the tools, knowledge and resources needed to grow early-stage business ideas.

**PREREQUISITE:** Completed Magnet Contract



#### **Management and Human Resources Credit 1**

"Management & Human Resources" is an insightful course designed to provide a comprehensive understanding of the intersection between effective management practices and human resource strategies. This course explores key concepts in organizational behavior, leadership, and employee development, emphasizing the role of human resources in achieving business objectives.

**PREREQUISITE:** Teacher Approval; Passed industry certification exam (Project Management Institute)



#### **AICE Business Studies Credit 1**

In this course students learn to understand and appreciate the nature and scope of business, and the role of business in society, internationally and within each candidate's own country. They will develop critical understanding of organizations, the markets they serve and the process of adding value. Additionally, students will learn to evaluate business behavior from the perspective of a range of stakeholders including owner/ shareholder, manager, employee, customer, supplier, lender, and government.

**PREREQUISITE:** Teacher Approval; Passed industry certification exam (Design for Delight)



#### **Dual Enrollment Intro to Business Credit 1**

This course provides a basic study of business activity and how it relates to our economic society. Topics covered include how businesses are owned, organized, managed and controlled. Course content emphasizes business vocabulary, areas of business specialization, and career opportunities.

**This course is paired with a semester or Strategies for Success (SLS) DE.**

**PREREQUISITE:** Teacher Approval; 11<sup>th</sup> or 12<sup>th</sup> Grade Students only.

Students must complete 1<sup>st</sup> three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Business and Management

Entrepreneurship, Finance, Hospitality & Tourism, and Culinary Arts

## Career Pathway: Finance

### Program Entrance Requirements:

Finance requires School Choice iCAN Magnet Application

**Program Description:** In Finance pathway students gain the practical skills coveted by today's leading firms. Our distinctive partnerships with Virtual Enterprise International and NFTE equip students with a global business perspective and prepare them for post-secondary success through networking opportunities. Please visit the program's website for more information.

## Finance

### Year

### Pathway Course Recommendations

#### Business Communication & Technology Credit 1



This course provides students with an overview of current business, finance and information systems and trends and to introduce students to the foundations required for today's business environments. Emphasis is placed on developing proficiency with computer applications, so that they may be used as communication tools for enhancing personal and workplace proficiency in an information-based society.

**PREREQUISITE:** Completed Magnet Contract

#### Economics and Financial Services Credit 1



This course presents introductory topics in economics, including the principles and practices of banking, credit, and consumer lending in the United States. Students explore the concepts of credit and banking, economic growth and stability, characteristics of different economic systems and institutions. Additionally, students become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System, and modern trends in the finance industry. Learners are also introduced to credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds.

**PREREQUISITE:** Teacher Approval; Passed industry certification exam (Entrepreneurship Small Business)

#### Personal Finance Credit 1



This course develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, investing and financial goals. The students are also made aware of the career opportunities offered in financial services.

**PREREQUISITE:** Teacher Approval; Passed industry certification exam (Project Management Institute).

#### AICE Business Studies Credit 1



In this course students learn to understand and appreciate the nature and scope of business, and the role of business in society, internationally and within each candidate's own country. They will develop critical understanding of organizations, the markets they serve and the process of adding value. Additionally, students will learn to evaluate business behavior from the perspective of a range of stakeholders including owner/ shareholder, manager, employee, customer, supplier, lender, and government.

**PREREQUISITE:** Teacher Approval

Students must complete 1<sup>ST</sup> three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Business and Management

Entrepreneurship, Finance, Hospitality & Tourism, and Culinary Arts

## Career Pathway: Hospitality & Tourism

### Program Entrance Requirements:

Hospitality & Tourism require School Choice iCAN Magnet Application

**Program Description:** The Hospitality & Tourism magnet program prepares students for a globe-trotting career in one of the fastest-growing industries. Students gain valuable industry certifications and are uniquely positioned to compete and thrive in the hospitality industry. Please visit the program's website for more information.

## Hospitality & Tourism

### Year

### Pathway Course Recommendations



#### Intro to Hospitality and Tourism

**Credit 1**

In this course students are given an engaging introduction to the hospitality and tourism industry. Learners are introduced to the skills necessary for success in hospitality and tourism. Students also learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry. Moreover, students learn about various sectors like travel, accommodation, food and beverage, and event management. The first-year focus is on understanding industry dynamics, customer service essentials, and the impact of tourism on global economies.

**PREREQUISITE:** Completed Magnet Contract



#### Hospitality and Tourism Marketing Management

**Credit 1**

This course delves into the specialized area of marketing within the hospitality and tourism sector. It covers strategies for effective promotion and sales, understanding consumer behavior, digital marketing trends, and brand management in the context of hospitality and tourism businesses.

**PREREQUISITE:** Teacher Approval



#### Hospitality & Tourism Entrepreneurship

**Credit 1**

Focusing on entrepreneurial opportunities in the hospitality and tourism industry, this course teaches students how to start and manage successful ventures in this field. Topics include business planning, financial management, innovation in service delivery, and navigating the challenges specific to the tourism and hospitality market.

**PREREQUISITE:** Teacher Approval; Passed industry certification exam (ServSafe & Project Management Institute)



#### AICE Travel and Tourism

**Credit 1**

Cambridge International AS Level Travel & Tourism enables learners to investigate changes in travel and tourism and to appreciate the importance of sustainability. By working as a team to plan and manage a travel and tourism event, learners adopt a set of transferable, vocationally relevant skills. Learners acquire an enriched understanding of the development, management and marketing of travel and tourism destinations. Developing critical thinking, independent research, communication and time management capabilities equips learners well for progression into higher education or directly into employment.

**PREREQUISITE:** Teacher Approval

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Business and Management

Entrepreneurship, Finance, Hospitality & Tourism, and Culinary Arts

## Career Pathway: Culinary Arts

### Program Entrance Requirements:

Culinary Arts require School Choice iCAN Magnet Application

**Program Description:** The Magnet diploma in Medical Sciences prepares individuals to successfully enter post-secondary institutions or assume entry-level positions in healthcare industries. It provides basic skills in a broad range of medical/health science coursework. Please visit the program's website for more information.

## Culinary Arts

### Year

### Pathway Course Recommendations

#### Culinary Arts I

Credit 1



In this course students begin their journey into culinary arts, exploring the fundamentals of cooking and baking. This introductory course covers basic kitchen safety, food handling, and foundational cooking techniques. Students learn to prepare simple dishes while understanding the importance of ingredient selection and flavor combinations.

**PREREQUISITE:** Completed Magnet Contract

#### Culinary Arts II

Credit 1



In this course young culinary professionals build upon the skills learned in Culinary Arts I, introducing more complex cooking techniques and recipes. Students delve into different culinary styles and cuisines, enhancing their cooking repertoire. The course emphasizes precision, presentation, and the development of a personal cooking style. Students are also further introduced to kitchen safety and industry performance standards. Students Participates in local culinary expositions and demonstrations with industry partners.

**PREREQUISITE:** Teacher Approval

#### Culinary Arts III

Credit 1



In this advanced level course, culinary students focus on refining culinary skills and exploring sophisticated cooking methods. Students engage in menu planning, advanced baking, and catering concepts. This course also introduces elements of kitchen management and food service operations, preparing students for leadership roles in a kitchen setting. Students participate in management and operations of a school based culinary bistro; securing all menu items and planning for operations.

**PREREQUISITE:** Teacher Approval and Passed industry certification exam (ServSafe)

#### Culinary Arts IV

Credit 1



Culinary Arts 4 is the capstone of the program, offering students the opportunity to apply their skills in a real-world setting. This course includes an internship or practical project in a professional kitchen. Students focus on mastering culinary techniques, developing original recipes, and understanding the intricacies of the culinary industry.

**PREREQUISITE:** Teacher Approval

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.

# The school of Medical Sciences



## Medical Sciences

Biomedical Sciences, Allied Health, and Emergency Medical Responder

**Program Entrance Requirements: Biomedical Sciences** is a limited access program. Students are required to complete a School Choice Magnet Application and earn qualifying FSA scores (Reading and Math Level: 3).

**Emergency Medical Responder and Allied Health Assisting** are **iCAN Options**. Students are required to complete a School Choice Magnet Application, however, are **NOT** required to earn qualifying FSA scores (Reading and Math Level: 3). Please click [here](#) for more information.

**Program Description:** The Medical Sciences Magnet program at Stranahan High School is a four-year program that offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science.

Students will receive instruction in biology, chemistry, physics, and anatomy and physiology in tandem with magnet-themed course work.

In addition to their academic coursework students are required to design and direct community outreach programs that engage and inform the public about current health-related issues through student developed and facilitated workshops and forums hosted by the SHS Medical Magnet Program and their assigned Career Technical Student Organization (CTSO) Health Occupations Students of America (HOSA).

The program will also provide eligible Medical Magnet students the opportunity to sit for several industry certification examinations. **Industry Certifications:** Biotechnician Assistant Certification Examination (BACE), EKG, and Patient Care Technician. (Industry certifications are based on program availability).

**Additional Program Information:** Students must complete all required coursework with a grade of “B” or higher and earn a minimum grade point average of 2.5. Many educational institutions have articulation agreements with Broward County Public Schools which allows them to accept the certifications received from high school programs to be counted (credits awarded) towards your degree.

### Medical Sciences Magnet Pathway Concentration Options

BioMedical Science

Allied Health Assisting

*\* Successful Completion of 2 or more industry certifications may qualify students for CAPE Scholarship opportunity.*

**Note:** Many courses have specific pre-requisite requirements that must be followed. Students are encouraged to consult with their **Magnet Coordinator(s)** and **Guidance Counselor** for additional pre-requisite information and to develop an educational plan for successful completion of their magnet program.



# Medical Sciences

Biomedical Sciences, Allied Health, and Emergency Medical Responder

## Career Pathway: Biomedical Sciences

### Program Entrance Requirements:

Biomedical Sciences requires School Choice Magnet Application and FSA Reading and Math Level: 3

**Program Description:** The Magnet diploma in Medical Sciences prepares individuals to successfully enter post-secondary institutions or assume entry-level positions in healthcare industries. It provides basic skills in a broad range of medical/health science coursework. Please visit the program's website for more information.

## BioMedical Science

### Year

### Pathway Course Recommendations



#### Principles of Biomedical Sciences Credit 1

Principles of the Biomedical Sciences: Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

**PREREQUISITE:** Completed Magnet Contract



#### Human Body Systems Credit 1

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

**PREREQUISITE:** Teacher consultation.



#### Medical Interventions Credit 1

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Through scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**Students must pass the Biotechnician Assistant Certification Examination (BACE) industry certification exam to earn magnet distinction.**

**PREREQUISITE:** Teacher Approval



#### DE Anatomy & Physiology Credit 1

BSC 2085 is Human Anatomy & Physiology I, a foundational lecture course for health sciences, covering body organization, cells, tissues, and systems like integumentary, skeletal, muscular, and nervous systems, emphasizing form and function with a required lab (BSC 2085L) for hands-on learning, often blended format with online components and campus meetings, requiring good tech skills and active participation.

**PREREQUISITE:** Teacher Approval

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Medical Sciences

Biomedical Sciences, Allied Health, and Emergency Medical Responder

## Career Pathway: Allied Health Assisting

### Program Entrance Requirements:

Emergency Medical Responder and Allied Health Assisting require School Choice iCAN Magnet Application

**Program Description:** The Magnet diploma in Medical Sciences prepares individuals to successfully enter post-secondary institutions or assume entry-level positions in healthcare industries. It provides basic skills in a broad range of medical/health science coursework. Please visit the program's website for more information.

Health Science

Allied Health Assisting

Year

Pathway Course Recommendations

### Biology

Credit 1



This course focuses on the study of life through inquiry, lab investigations, and data analysis. Key topics include molecular biology, cellular processes, genetics, evolution, classification, and ecosystems, preparing students for real-world application

**PREREQUISITE:** iCAN Magnet Application; Instructor Approval

### Anatomy & Physiology

Credit 1



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

**PREREQUISITE:** Health Science 1 or Anatomy and Physiology (Honors) and Instructor Approval

### Health Science Foundation (Local Honors)

Credit 1



This honors course is part of a program consisting of Anatomy and Physiology, Health Science Foundations, and Allied Health Assisting. This course includes common skills performed by Health Care workers in hospitals, nursing homes and other health care agencies. Off campus clinical learning experiences are integrated into the program.

**PREREQUISITE:** Teacher Approval

### Allied Health Assisting

Credit 1



This course is a hands-on learning experience designed to provide learners with skills representative of one to three areas of allied health care in the laboratory and clinical settings. Students will explore a variety of scenarios to prepare them for a post-secondary experience in a variety of Allied Health professions.

**Students must pass the (EKG) industry certification exam to earn magnet distinction.**

**PREREQUISITE:** Teacher Approval

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.

# The school of Science and Pre-Engineering



## Science and Pre-Engineering Engineering, Marine Engineering, Robotics, and Computer Science

**Program Entrance Requirements:** **Engineering and Marine Engineering** are limited access programs. Students are required to complete a School Choice Magnet Application and earn qualifying FSA scores (Reading and Math Level: 3).

**Maritime Occupations is an iCAN Option.** Students are required to complete a School Choice iCAN Magnet Application, however, are **NOT** required to earn qualifying FSA scores (Reading and Math Level: 3). Please visit the Stranahan website for more information.

**Program Description:** **Engineering** Magnet program at Stranahan High School is a four-year program that provides unique opportunities to students interested in careers in medicine and healthcare through hands-on, collaborative encounters. SHS Magnet Program promotes inquiry-based learning through innovative instruction.

In addition to their academic coursework students are required to design and direct community programs that engage and inform the public about current health-related issues through student developed and facilitated workshops and forums hosted by the SHS Medical Magnet Program and their assigned Career and Technical Student Organization (CTSO) SkillsUSA.

The program will also provide eligible Science and Pre-Engineering Magnet students with the opportunity to sit for several industry certification examinations. **Industry Certifications:** Students will have an opportunity to sit for the following certifications: AutoCAD, Fusion, Inventor, Python, SolidWorks, and Revit. Many educational institutions have articulation agreements with Broward County Public Schools which allow them to accept the certifications received from high school programs to be counted (credits awarded) towards your degree.

**Additional Program Information:** Students in the Engineering Magnet program must complete all required coursework with a grade of "B" or higher and earn a minimum grade point average of 2.5. Students in the Robotics and Computer Science Magnet programs must complete all required coursework with a grade of "B" or higher and earn a minimum grade point average of 2.0.

### Science & Pre-Engineering Magnet Pathway Concentration Options

Engineering

Marine Engineering

Marine Occupations

*\* Successful Completion of 2 or more industry certifications may qualify students for CAPE Scholarship opportunity.*

**Note:** Many courses have specific pre-requisite requirements that must be followed. Students are encouraged to consult with their **Magnet Coordinator(s) and Guidance Counselor** for additional pre-requisite information and to develop an educational plan for successful completion of their magnet program.



# Science and Pre-Engineering

Engineering, Marine Engineering, Robotics, and Computer Science

## Career Pathway: Engineering and Marine Engineering

**Program Entrance Requirements:** School Choice Magnet Application and FSA (Reading and Math Level: 3)

**Program Description:** The Magnet diploma in Medical Sciences prepares individuals to successfully enter post-secondary institutions or assume entry-level positions in healthcare industries. It provides basic skills in a broad range of medical/health science coursework. Please visit the program's website for more information.

Engineering

Marine Engineering

Year

### Pathway Course Recommendations

#### Introduction to Engineering Design (Honors)

Credit 1

\*\*



This is the second of four courses that must be taken sequentially to complete the program. This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. The complete program consists of Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, and Engineering Design and Development.

**PREREQUISITE:** None

#### Principles of Engineering (Honors)

Credit 1

\*\*



This is the first of four courses that must be taken sequentially to complete the program. This course provides students with a foundation of knowledge and technically oriented experiences in the study of the applications of technology and its effects upon our lives and the choosing of an occupation. Students will use teaming concepts to study various engineering technologies. This course satisfies the computer requirement needed for graduation. The complete program consists of Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, and Engineering Design and Development.

**PREREQUISITE:** Passed industry certification exam (AutoCAD, Fusion, Inventor, SolidWorks, or Revit).

#### Computer Integrated Manufacturing (Honors)

Credit 1

\*\*



Computer Integrated Manufacturing (CIM) introduces students to modern manufacturing through hands-on learning with robotics, automation, and computer-controlled systems. Students design and produce real-world products using CAD, CAM, and CNC technologies while exploring manufacturing processes and control systems. This course prepares students for post-secondary education, industry certifications, and careers in advanced manufacturing and engineering technology. **This course is presented with a Marine Engineering Focus.**

**PREREQUISITE:** Teacher Approval; Passed industry certification exam (Inventor, SolidWorks, or Revit).

#### Engineering Design & Development (Honors)

Credit 1

\*\*



This course is a capstone course and provides students with the opportunity to develop a solution to a design problem from start to finish. Students work teams design, engineer, create a prototype, perform product testing, and then produce a finished product. Students focus their projects on the marine industry and work in conjunction with local businesses. **This course is presented with a Marine Engineering Focus.**

**PREREQUISITE:** Teacher Approval; Passed industry certification exams

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Science and Pre-Engineering

Engineering, Marine Engineering, Robotics, and Computer Science

## Career Pathway: Robotics

**Program Entrance Requirements:** School Choice Magnet Application and FSA (Reading and Math Level: 3)

**Program Description:** The Magnet diploma in Medical Sciences prepares individuals to successfully enter post-secondary institutions or assume entry-level positions in healthcare industries. It provides basic skills in a broad range of medical/health science coursework. Please visit the program's website for more information.

## Robotics

| Year | Pathway Course Recommendations                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | <b>Robotics</b>                                                                     | <b>Credit 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      |    | This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.<br><br><b>PREREQUISITE:</b> None                                                                                                                                                                                                                                               |
|      | <b>Robotic Design Essentials</b>                                                    | <b>Credit 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      |  | This course provides students with content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling, and critical thinking skills.<br><br><b>PREREQUISITE:</b> Teacher consultation, completed contract                                                                                                        |
|      | <b>Robotic Systems</b>                                                              | <b>Credit 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      |  | This course provides students with extended content and skills essential to the design and operation of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling, and critical thinking skills.<br><br><b>PREREQUISITE:</b> Teacher Approval; Passed industry certification exam (Python) |
|      | <b>Robotics Applications Capstone</b>                                               | <b>Credit 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      |  | This course provides students with extended content and skills essential to the design and operation of autonomous robotic systems in the context of a capstone project.<br><br><b>PREREQUISITE:</b> Teacher Approval; Passed industry certification exam (Fusion)                                                                                                                                                                                                                    |

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Science and Pre-Engineering

Engineering, Marine Engineering, Robotics, and Computer Science

## Career Pathway: Maritime Occupations

**Program Entrance Requirements:** Pathway requires School Choice iCAN Magnet Application.

**Program Description:** The **Maritime Technology Program** introduces students to maritime careers through hands-on learning in engineering, technology, marine science, and business. Students explore how ships operate, how ports function, how goods move globally, and how the maritime industry protects the environment.

### Maritime Technology

#### Year

#### Pathway Course Recommendations

##### Maritime I

##### Credit 1



Maritime I introduce students to the foundations of the maritime industry and its role in global trade and transportation. Students explore maritime history, vessel types, navigation basics, port operations, marine science, environmental impacts, and safety regulations while examining a wide range of sea-based and land-based maritime careers. The course integrates concepts from engineering, technology, science, and business and emphasizes hands-on learning, teamwork, problem-solving, and career exploration to prepare students for continued study in maritime pathways, post-secondary education, and the world of work.

**PREREQUISITE:** None

##### Maritime II

##### Credit 1



Maritime II builds upon foundational concepts introduced in Maritime I by expanding student understanding of maritime careers, vessel systems, navigation technologies, port operations, and cargo management. Students explore modern maritime communication systems, safety and regulatory requirements, marine engineering principles, environmental impacts, and international shipping operations. Through hands-on activities and applied learning, students strengthen technical skills, critical thinking, and problem-solving in preparation for advanced maritime study and workforce pathways.

**PREREQUISITE:** Teacher consultation, completed contract

##### Maritime III

##### Credit 1



Maritime III deepens student knowledge of advanced maritime systems, engineering applications, navigation, cargo movement, and global trade. Students examine specialized maritime careers, vessel construction methods, propulsion and steering systems, tides and currents, port fuel operations, and international shipping practices. Emphasis is placed on leadership, teamwork, technical analysis, and real-world problem solving to prepare students for postsecondary education, technical training, or maritime-related careers.

**PREREQUISITE:** Teacher Approval, Passed industry certification (Fusion)

##### Maritime IV

##### Credit 1



Maritime IV serves as an advanced exploration of maritime operations, engineering, safety, environmental stewardship, and global commerce. Students study maritime law, international regulations, port and terminal management, vessel security, emergency response, marine science, and emerging maritime technologies. Through applied projects and industry-focused learning, students develop leadership, technical proficiency, and career readiness skills necessary for success in postsecondary maritime programs and the modern workforce.

**PREREQUISITE:** Teacher Approval, Passed industry certification (Fusion)

Students must complete three (3) courses in selected concentration to be eligible for Magnet distinction. Please see Magnet Concentration Guide.



# Cambridge AICE

The Cambridge AICE Program @ Stranahan High School

## Cambridge AICE @ Stranahan High School



Students seeking the Cambridge AICE Diploma must earn a minimum of 7 credits from the Cambridge AICE Diploma subject groups above.

**All Students Must Take Their AICE Subject End of Course Exams.**

### Cambridge AICE Diploma

#### Compulsory Course:

#### AICE Global Perspectives (AS)

**Credit: 1**

\*\*

Cambridge International AS level Global Perspectives and Research is a skills-based course that prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of and reflection on issues of global significance. They will develop unique, transferable skills including research, critical thinking, and communication by following an approach to analyzing and evaluating argument and perspectives called the "Critical Path".

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course is a requirement for students intending to earn the Cambridge Diploma. This course will count toward one (1) credit in Group 4 (Interdisciplinary & skills-based Subjects). This Course requires all students to sit for the AICE Global Perspectives End of Course Assessment/Presentation. **This course is equivalent to 1 elective credit.**

#### Cambridge AICE Diploma Subject Group 1:

#### Mathematics & Science

#### AICE Environmental Management (AS)

**Credit: 1**

\*\*

Cambridge International AS Level Environmental Management develops a set of transferable skills including handling data, practicing practical problem-solving, applying scientific methods, and evaluating strategies for a sustainable future. Learners develop relevant attitudes such as objectivity, integrity, inquiry, initiative, and inventiveness to take on the global issue facing humanity and the balance of Earth's systems. They acquire the essential scientific skills required for progression to further studies or employment.

The key concepts for this course are sustainability, interactions, pressure on the environment, global dimensions, and research methodology.

**PREREQUISITE:** *Biology I, School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course meets the criteria of Group 1: Math and Sciences or Group 3: Arts and Humanities for students seeking a Cambridge AICE Diploma. This course requires all students to sit for the AICE Environmental Management End of Course Assessment. **This course is equivalent to 1 science credit.**



# Cambridge AICE

The Cambridge AICE Program @ Stranahan High School

## Cambridge AICE Diploma Subject Group 1: Continued

### Mathematics & Science

#### AICE Sport & Physical Education (AS)

**Credit: 1**

**\*\***

Cambridge International AS Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills including communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively, and effectively for different purposes and audiences.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course meets the criteria of Group 1: Math and Sciences or Group 3: Arts and Humanities for students seeking a Cambridge AICE Diploma. This course requires all students to sit for the AICE Sport & Physical Education End of Course Assessment **This course is equivalent to 1 P.E. credit.**

#### AICE Design & Technology (AS)

**Credit: 1**

**\*\***

Cambridge International AS Level Design & Technology encourages learners to be innovative and creative and to develop their ability to design and make high quality products. This course develops a set of transferable skills including: knowledge and understanding of materials, tools, equipment, components, production processes and industrial practices in the designing and making of marketable products, verbal, written, digital and visual communication skills required for designing and making, critical evaluation skills which are applied in a variety of technical, aesthetic, economic, environmental, social and cultural contexts innovative thinking when identifying and solving design needs.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course meets the criteria of Group 1: Math and Sciences for students seeking a Cambridge AICE Diploma. This course requires all students to sit for the AICE Design & Technology End of Course Assessment. **This course is equivalent to 1 elective credit.**

## Cambridge AICE Diploma Subject Group 2:

### Languages

#### AICE English Language (AS)

**Credit: 1**

**\*\***

Cambridge International AS Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote communication, reading, research and analysis skills. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively, and effectively for different purposes and audiences.

**PREREQUISITE:** *AICE General Paper, School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course fulfills the Group 2 (Languages) requirement for students intending to earn the Cambridge Diploma. This course requires all students to sit for the AICE English Language End of Course Assessment. **This course is an equivalent to an English credit.**



# Cambridge AICE

The Cambridge AICE Program @ Stranahan High School

## Cambridge AICE Diploma Subject Group 3:

### Arts and Humanities

#### AICE Business Studies (AS)

**Credit: 1**

**\*\***

AS Level AICE Business Studies, students learn to understand and appreciate the nature and scope of business, and the role of business in society, internationally and within each candidate's own country. They will develop critical understanding of organizations, the markets they serve and the process of adding value. Additionally, students will learn to evaluate business behavior from the perspective of a range of stakeholders including owner/ shareholder, manager, employee, customer, supplier, lender, and government. Overall, candidates from this course develop an awareness of the political, economic, social, technological, legal, environmental, and ethical issues associated with business activity.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course fulfills the Group 3 (Arts and Humanities) requirement for students intending to earn the Cambridge Diploma. This course requires all students to sit for the AICE Business Studies End of Course Assessment. **This course is equivalent to 1 elective credit.**

#### AICE Environmental Management (AS)

**Credit: 1**

**\*\***

Cambridge International AS Level Environmental Management develops a set of transferable skills including handling data, practicing practical problem-solving, applying scientific methods, and evaluating strategies for a sustainable future. Learners develop relevant attitudes such as objectivity, integrity, inquiry, initiative, and inventiveness to take on the global issue facing humanity and the balance of Earth's systems. They acquire the essential scientific skills required for progression to further studies or employment.

The key concepts for this course are sustainability, interactions, pressure on the environment, global dimensions, and research methodology.

**PREREQUISITE:** *Biology I, School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course meets the criteria of Group 1: Math and Sciences or Group 3: Arts and Humanities for students seeking a Cambridge AICE Diploma. This course requires all students to sit for the AICE Environmental Management End of Course Assessment. **This course is equivalent to 1 science credit.**

#### AICE Sport & Physical Education (AS)

**Credit: 1**

**\*\***

Cambridge International AS Level Sport & Physical Education helps learners to develop theoretical knowledge of physical education and build their skills, tactical awareness and overall performance in sport and physical activity. The syllabus encourages learners to: 1. apply the knowledge they gain to real-world examples, 2. relate their theoretical learning to physical activities to improve and refine how they perform, and 3. understand and explain global trends in sport and physical education.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course meets the criteria of Group 1: Math and Sciences or Group 3: Arts and Humanities for students seeking a Cambridge AICE Diploma. This course requires all students to sit for the AICE Sport & Physical Education End of Course Assessment. **This course is equivalent to 1 P.E. credit.**



# Cambridge AICE

The Cambridge AICE Program @ Stranahan High School

## Cambridge AICE Diploma Subject Group 3: Continued

### AICE Travel & Tourism (AS)

**Credit: 1**

**\*\***

Cambridge International AS Level Travel & Tourism enables learners to investigate changes in travel and tourism and to appreciate the importance of sustainability. By working as a team to plan and manage a travel and tourism event, learners adopt a set of transferable, vocationally relevant skills. Learners acquire an enriched understanding of the development, management and marketing of travel and tourism destinations. Developing critical thinking, independent research, communication, and time management capabilities equips learners well for progression into higher education or directly into employment.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course fulfills the Group 3 (Arts and Humanities) requirement for students intending to earn the Cambridge Diploma. This course requires all students to sit for the AICE Travel and Tourism End of Course Assessment. **This course is equivalent to 1 elective credit.**

## Cambridge AICE Diploma Subject Group 4: (Optional) Interdisciplinary & Skills Based Subjects

### AICE Design & Technology (AS)

**Credit: 1**

**\*\***

Cambridge International AS Level Design & Technology encourages learners to be innovative and creative and to develop their ability to design and make high quality products. This course develops a set of transferable skills including: knowledge and understanding of materials, tools, equipment, components, production processes and industrial practices in the designing and making of marketable products, verbal, written, digital and visual communication skills required for designing and making, critical evaluation skills which are applied in a variety of technical, aesthetic, economic, environmental, social and cultural contexts innovative thinking when identifying and solving design needs.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course fulfills the Group 4 (Interdisciplinary & Skills Based Subjects) requirement for students intending to earn the Cambridge Diploma. This course requires all students to sit for the AICE Design & Technology End of Course Assessment. **This course is equivalent to 1 elective credit.**

### AICE English General Paper (AS)

**Credit: 1**

**\*\***

The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. The Cambridge International AS Level English General Paper enables learners to develop these skills which are of great use for further study and employment.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course fulfills the Group 4 (Interdisciplinary & Skills Based Subjects) requirement for students intending to earn the Cambridge Diploma. This course requires all students to sit for the AICE Design & Technology End of Course Assessment. **This course is equivalent to 1 English credit.**



# Cambridge AICE

The Cambridge AICE Program @ Stranahan High School

## Cambridge AICE Diploma Subject Group 4: (Optional) Continued

### AICE Thinking Skills (AS)

**Credit: 1**

**\*\***

Thinking Skills develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real- world issues. The syllabus enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments. These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or into professional employment.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course fulfills the Group 4 (Interdisciplinary & Skills Based Subjects) requirement for students intending to earn the Cambridge Diploma. This course requires all students to sit for the AICE Thinking Skills End of Course Assessment. **This course is equivalent to 1 elective credit.**

# Course Catalog 2026-2027



# Course Catalog

2026-2027

## English Language Arts

### English I

**Credit: 1**

**\*\***

English 1 provides instruction in the language arts strands of reading, writing, speaking, listening viewing, language, and literature. It offers instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in prepared or timed form (prewriting, drafting, editing, proofreading, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres, and the study of language concentrating on conventions of grammar, usage, and mechanics.

**PREREQUISITE:** *None.*

### English II

**Credit: 1**

**\*\***

English 2 provides instruction in the language arts strands of reading, writing, speaking, listening viewing, language, and literature. Content includes instruction in reading literature and vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; prepared and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, editing, revising and publishing); emphasis of applicable research, viewing, listening, observing, and speaking skills; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations.

**PREREQUISITE:** *One English credit.*

### English II (Honors)

**Credit: 1**

**\*\***

English 2 Honors promotes excellence in English language arts through the study of world literature and enriched experiences in composition, speech, research, viewing, observing, and listening skills. This course provides instruction in universal themes found in world literature, as well as the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, logical, and critical aspects of the writing process (prewriting, drafting, editing, revising, and publishing); frequent practice is provided. The study of language includes usage, mechanics, and other elements of standard written English. Formal and informal speaking opportunities are provided. Vocabulary study is done in conjunction with reading and literature.

**PREREQUISITE:** *One English credit, School Guidelines, and Teacher Consultation.*

### English III

**Credit: 1**

**\*\***

English 3 provides instruction in the language arts strands of reading, writing, speaking, listening viewing, language, and literature. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Reference and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, editing, revising, and publishing). This study will include the analysis of representative examples of American literary works in various genres as they illustrate distinctive national qualities and the ethnic and cultural diversity of the American experience. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. Listening, speaking, viewing, observing, researching, and writing assignments are related to the study of American literature when appropriate.

**PREREQUISITE:** *Two English credits.*



# Course Catalog

2026-2027

## English Language Arts: Continued

### English IV

**Credit: 1**

**\*\***

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

**PREREQUISITE:** *Three English credits.*

### Advanced Placement (AP)

#### English Literature Composition

**Credit: 1**

**\*\***

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

**PREREQUISITE:** *Three English credits, School Guidelines, and Teacher Consultation.*

### AICE English Language

**Credit: 1**

**\*\***

AICE English Language is a rigorous, international curriculum focusing on analyzing, evaluating, and creating diverse text types, including non-fiction, fiction, and speeches. It emphasizes critical thinking, audience awareness, language features, and structured writing, developing skills to craft effective, creative, and precise compositions. The course prepares students for university-level communication. **Students must take the AICE English Language End of Course Assessment.**

**PREREQUISITE:** *Three English credits, School Guidelines, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course fulfills Group 2 (Language) requirement for students intending to earn the Cambridge Diploma. This course requires all students to sit for the AICE English Language End of Course Assessment.

### AICE English General Paper (AS)

**Credit: 1**

**\*\***

The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. The Cambridge International AS Level English General Paper enables learners to develop these skills which are of great use for further study and employment.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading Test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course fulfills the Group 4 (Interdisciplinary & Skills Based Subjects) requirement for students intending to earn the Cambridge Diploma. This course requires all students to sit for the AICE Design & Technology End of Course Assessment.



# Course Catalog

2026-2027

## English Language Arts: Continued

## English Language Arts: Electives

### Developmental Language Arts Through ESOL **Credit: 1**

**\*\***

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

**PREREQUISITE:** *School Guidelines and Teacher Consultation.*

### Intensive Reading

**Credit: 1**

**\*\***

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills, so they can successfully read and write grade level text independently. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

**PREREQUISITE:** *School Guidelines and Teacher Consultation.*

### Exploring Hip Hop as Literature

**Credit: .5**

**\*\***

This course explores one of the most revolutionary art forms in American culture known as Hip Hop. Exploring Hip Hop as Literature delves into the diverse world of Hip Hop, exploring its cultural and literary movement. Students will explore how history and culture are reflected in the arts. As for Hip Hop, students will explore the social, political, cultural contexts that created the hip hop movement. Students will have the opportunity to create their own artistic expressions by integrating their personal experiences and the content learned through the course. At the conclusion of this course, students will have developed an understanding of the origins and intent of Hip Hop while appreciating it as an art form. Students will be able to identify and provide examples of literary devices.

**PREREQUISITE:** *School Guidelines and Teacher Consultation.*

### Social Media

**Credit: .5**

**\*\***

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses. The content will include, but not be limited to, the following: Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast; demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context; using fundamental research skills and networking formats; collaborating amongst peers; and using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

**PREREQUISITE:** *School Guidelines and Teacher Consultation.*



# Course Catalog

2026-2027

## Mathematics

### Algebra I-A

**Credit: 1**

**\*\***

In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.

**PREREQUISITE:** *School Guidelines and Teacher Consultation.*

**SPECIAL NOTE:** This course alone does not satisfy the algebra graduation requirement. Students must complete this course with the paired Algebra 1-B course. Students will be required to take the State of Florida End-of Course Algebra Exam. This course pair meets an academic unit for some Bright Futures Scholarship Program.

### Algebra I-B

**Credit: 1**

**\*\***

In Algebra 1-B, instructional time will emphasize four areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variables and (4) building functions, identifying their key features and representing them in various ways.

**PREREQUISITE:** *School Guidelines and Teacher Consultation.*

**SPECIAL NOTE:** This course alone does not satisfy the algebra graduation requirement. Students must complete this course with the paired Algebra 1-B course. Students will be required to take the State of Florida End-of Course Algebra Exam. This course pair meets an academic unit for some Bright Futures Scholarship Program.

### Algebra I (Honors)

**Credit: 1**

**\*\***

In Algebra 1 Honors, instructional time will emphasize the same five areas as Algebra 1 with the addition of the following standards: (1) MA.912.AR.4.2: Given a mathematical or real-world context, write and solve one- variable absolute value inequalities. Represent solutions algebraically or graphically. (2) MA.912.F.2.3: Given the graph or table of  $f(x)$  and the graph or table of  $f(x)+k$ ,  $kf(x)$ ,  $f(kx)$  and  $f(x+k)$ , state the type of transformation and find the value of the real number  $k$ . Secondary Mathematics 1/24/2022 AE (3) MA.912.F.3.1: Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations. When appropriate, include domain restrictions for the new function. (4) MA.912.DP.2.3: Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals. (5) MA.912.DP.3.2: Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data. (6) MA.912.DP.3.3: Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.

**PREREQUISITE:** *School Guidelines and Teacher Consultation.*

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

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# Course Catalog

2026-2027

## Mathematics: Continued

### Geometry

**Credit: 1**

**\*\***

In Geometry, instructional time will emphasize five 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.

**PREREQUISITE:** *Algebra I or Algebra I Honors and Teacher Consultation.*

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

### Geometry (Honors)

**Credit: 1**

**\*\***

In Geometry Honors, instructional time will emphasize the same five areas as Geometry with the addition of the following standards: (1) Determine symmetries of reflections, symmetries of rotation and symmetries of translation of a geometric figure. (2) Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations. (3) Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations. (4) Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals, and hexagons. (5) Given a point outside a circle, construct a line tangent to the circle that passes through the given point. (6) Apply transformations to prove that all circles are similar (7) Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles. (8) Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. (9) Construct proofs, including proofs by contradiction.

**PREREQUISITE:** *Algebra I or Algebra I Honors and Teacher Consultation.*

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

### Math For College Algebra

**Credit: 1**

**\*\***

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.

**PREREQUISITE:** *Algebra I or Algebra I Honors, Geometry or Geometry Honors, and Teacher Consultation.*

### Algebra II

**Credit: 1**

**\*\***

In Algebra 2, instructional time will emphasize six areas: (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; Secondary Mathematics 1/24/2022 AE (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

**PREREQUISITE:** *Algebra I or Algebra I Honors, Geometry or Geometry Honors, and Teacher Consultation.*



# Course Catalog

2026-2027

## Mathematics: Continued

### Algebra II (Honors)

**Credit: 1**

**\*\***

In Algebra 2 Honors, instructional time will emphasize the same five areas as Mathematics for Algebra 2 with the addition of the following standards: (1) Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. (2) Explain and apply the Remainder Theorem to solve mathematical and real-world problems. (3) Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context. (4) Given a mathematical or real-world context, write and solve problems involving arithmetic sequences. (5) Given a mathematical or real-world context, write and solve problems involving geometric sequences. (6) Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of another event. (7) Determine if events A and B are independent by calculating the product of their probabilities. (8) Calculate the conditional probability of two events and interpret the result in terms of its context. (9) Interpret the independence of two events using conditional probability. (10) Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. (11) Given a mathematical or real-world situation, calculate the appropriate permutation or combination. (12) Given an equation or graph that defines a function, determine the function type. Given an input- output table, determine a function type that could represent it. (13) Given a mathematical or real-world context, represent and manipulate data using matrices. (14) Given a mathematical or real-world context, represent and solve a system of two- or three-variable linear equations using matrices. (15) Solve mathematical and real-world problems involving addition, subtraction, and multiplication of matrices. (16) Solve mathematical and real-world problems using the inverse and determinant of matrices.

**PREREQUISITE:** *Algebra I or Algebra I Honors and Geometry or Geometry Honors, and Teacher Consultation.*

**SPECIAL NOTE:** This course meets an academic unit for some Bright Futures Scholarship Programs.

### Math For Data & Financial Literacy (Honors)

**Credit: 1**

**\*\***

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.

**PREREQUISITE:** Three (3) credits of math at or above Algebra I, *Algebra Graduation Requirement Met, Geometry Requirement Met, and Teacher Consultation.*

### Pre-Calculus (Honors)

**Credit: 1**

**\*\***

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.

**PREREQUISITE:** *Geometry or Geometry Honors and Algebra 2 Honors or Analysis of Functions and Teacher Consultation.*



# Course Catalog

2026-2027

## Mathematics: Continued

### Advanced Placement (AP) Calculus AB

**Credit: 1**

**\*\***

AP Calculus AB is a course designed to offer students college level mathematics under the guidelines of The Advanced Placement Program. Topics shall include elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, and applications of the integral. **Students must take the Advanced Placement Examination offered by the College Board.**

**PREREQUISITE:** *Pre-Calculus, Course Contract, and Teacher Consultation.*

### Advanced Placement (AP) Calculus BC

**Credit: 1**

**\*\***

AP Calculus BC is a course designed to offer students college level mathematics under the guidelines of The Advanced Placement Program. Topics shall include elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, antiderivatives, definite integrals, indeterminate forms, and applications of the integral. **Students must take the Advanced Placement Examination offered by the College Board.**

**PREREQUISITE:** *AP Calculus AB, Course Contract, and Teacher Consultation.*

### Dual Enrollment Mathematical Thinking

**Credit: 1**

**\*\***

**MGF 1130 – Mathematical Thinking** includes topics such as: solving linear and quadratic inequalities; solving systems of linear equations; solving quadratic, absolute value, radical, exponential, and logarithmic equations; and properties and analysis of functions and their graphs. Applications appear throughout the course.

**PREREQUISITE:** *A or B in Algebra II and Teacher Consultation.*

**SPECIAL NOTE:** Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program. Students will earn concurrently one (1) high school credit and three (3) college credits.

### Dual Enrollment Mathematics in Context

**Credit: 1**

**\*\***

**MGF 1131 – Mathematics in Context** includes topics such as: solving linear and quadratic inequalities; solving systems of linear equations; solving quadratic, absolute value, radical, exponential, and logarithmic equations; and properties and analysis of functions and their graphs. Applications appear throughout the course.

**PREREQUISITE:** *A or B in Algebra II and Teacher Consultation.*

**SPECIAL NOTE:** Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program. Students will earn concurrently one (1) high school credit and three (3) college credits.



# Course Catalog

2026-2027

## Mathematics: Continued

### Dual Enrollment College Algebra

**Credit: 1**

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**MAC 1105 - COLLEGE ALGEBRA** includes topics such as: solving linear and quadratic inequalities; solving systems of linear equations; solving quadratic, absolute value, radical, exponential, and logarithmic equations; and properties and analysis of functions and their graphs. Applications appear throughout the course.

**PREREQUISITE:** *A or B in Algebra II and Teacher Consultation.*

**SPECIAL NOTE:** Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program. Students will earn concurrently one (1) high school credit and three (3) college credits.

### Dual Enrollment Trigonometry

**Credit: 1**

\*\*

**MAC1114 - TRIGONOMETRY** is designed to prepare the student for the study of calculus. Topics include a functional approach to trigonometry, trigonometric equations, trigonometric identities, solving triangles, vectors, polar coordinates and equations, and parametric equations. A graphing calculator may be required.

**PREREQUISITE:** *C or higher in DE College Algebra and Teacher Consultation.*

**SPECIAL NOTE:** Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program. Students will earn concurrently one (1) high school credit and three (3) college credits.

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# Course Catalog

2026-2027

## Science

### Environmental Science

**Credit: 1**

**\*\***

This is a year-long course designed to show thematic connections between a variety of science disciplines including biology, chemistry, and physics. It gives students a coherent and realistic picture of the applications of a variety of scientific concepts as they manifest(exist) in our environment. The aim of this course is to increase students' knowledge of the environmental challenges of today, while continuing to cultivate scientific critical thinking skills. This course includes laboratory investigations that will use scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures.

**PREREQUISITE:** *School Guidelines. All students will participate in the DUCKS industry certification exam.*

### Biology I

**Credit: 1**

**\*\***

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

**PREREQUISITE:** *Environmental Science, School Guidelines, and Teacher Consultation.*

**SPECIAL NOTE:** *This course satisfies the biology graduation requirement. Students completing this course will be required to take the State of Florida End-of Course Biology Exam. This course meets an academic unit for some Bright Futures Scholarship Program and NCAA.*

### Biology I (Honors)

**Credit: 1**

**\*\***

Biology I Honors will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include, but not be limited to the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus, and safety, are an integral part of this course.

**PREREQUISITE:** *Current enrollment in Algebra 1 or higher. FSA Score of 3 or higher (or A in 8th grade science), and Teacher Consultation.*

**SPECIAL NOTE:** *This course satisfies the biology graduation requirement. Students completing this course will be required to take the State of Florida End-of Course Biology Exam. This course meets an academic unit for some Bright Futures Scholarship Programs and NCAA.*

### Marine Science I

**Credit: 1**

**\*\***

This course provides students with an in-depth survey of the marine biome. Content includes the origins of the oceans, ecology of sea zones, marine communities, diversity of organisms, characteristics of major marine ecosystems, characteristics of major marine phyla/divisions as well as the chemical, physical and geological aspects of the marine environment. The interrelationships between people and the ocean is a universal theme in this course. Local flora and fauna will be emphasized with potential off campus projects and activities.

**PREREQUISITE:** *Biology, and Teacher Consultation.*



# Course Catalog

2026-2027

## Science: Continued

### Chemistry I

**Credit: 1**

**\*\***

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

**PREREQUISITE:** *Completion of Algebra I and Biology I, Enrollment in Geometry or higher, and Teacher Consultation.*

### Chemistry I (Honors)

**Credit: 1**

**\*\***

Chemistry 1 Honors will provide students with an opportunity to study the composition properties and changes associated with matter. Topics will include but not be limited to: matter and it's properties, atomic structure, bonding, the periodic table, formulas, equations, and reactions, mole concept, gas laws, stoichiometry, introductions to acids and bases, laboratory activities which include, the use of the scientific method, measurement, laboratory practice, and safety, are an integral part of this course.

**PREREQUISITE:** *Completion of Biology I with EOC level 3 or higher. Completion of Algebra 1 or higher with EOC level 3 or higher, and Teacher Consultation.*

### Anatomy & Physiology

**Credit: 1**

**\*\***

Anatomy and Physiology will give students a better understanding of the structure and functions of the human body. Topics include immunity, reproduction, cardiovascular health, and musculoskeletal functions, using 21st-century content, graphics, and interactives. Students will explore the organization of the human body and how each organ and body system functions and interacts better, understanding the body's internal functions and interconnections and what is necessary to maintain overall health and wellness. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of this course.

**PREREQUISITE:** *Biology I or Chemistry I, and Teacher Consultation.*

### Anatomy & Physiology (Honors)

**Credit: 1**

Anatomy and Physiology Honors will provide students with general exploratory and advanced activities in structures and functions of the components of the human body. Topics will include, but not be limited to: anatomical terminology, cells and tissues, systems of the body, disease and inheritance. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of this course.

**PREREQUISITE:** *A or B in Biology I Honors, A or B in Chemistry I or Honors, and Teacher Consultation.*

### Physics I (Honors)

**Credit: 1**

**\*\***

Physics I Honors will provide students with an in-depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus, and safety, are an integral part of this course.

**PREREQUISITE:** *A or B in Geometry or Honors, Enrollment in Algebra II Honors or higher, and Teacher Consultation.*



# Course Catalog

2026-2027

## Science: Continued

### Advanced Placement (AP) Biology

**Credit: 1**

\*\*

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

**PREREQUISITE:** *Level 3-5 FSA Reading Scores, Biology I Honors, Chemistry I or Honors, Course Contract, and Teacher Consultation*

### Advanced Placement (AP) Environmental Science

**Credit: 1**

\*\*

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

**PREREQUISITE:** *Completion of Biology I with EOC level 3 or higher. Enrollment in Geometry or higher, and Teacher Consultation.*

### AICE Environmental Management

**Credit: 1**

\*\*

Cambridge International AS Level AICE Environmental Science develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.

**PREREQUISITE:** *School Guidelines - Level 4-5 FSA Reading test scores, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** This course fulfills the Group 1 (Mathematics & Science) requirement for students intending to earn the Cambridge Diploma. This course requires all students to sit for the AICE Marine Science End of Course Assessment.

### Dual Enrollment Anatomy & Physiology

**Credit: 2**

\*\*

**BSC2085 HUMAN ANATOMY AND PHYSIOLOGY I** - A survey of the structure, function, and chemistry of the human body considering the following topics: chemistry, body organization, the cell, tissues, membranes, glands, the integumentary system, the skeletal system, the muscular system, the nervous system, and the special senses.

**BSC2086 HUMAN ANATOMY AND PHYSIOLOGY II** - A continuation of the Anatomy and Physiology sequence, including the following topics: the circulatory system, the respiratory system, the digestive System, the urinary system, fluid and electrolytes and the reproductive System.

**PREREQUISITE:** *An A or B in Chemistry I and Teacher Consultation.*

**SPECIAL NOTE:** *Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program Students will earn concurrently one (1) high school credit and three (3) college credits for each course successfully completed. **Students Must also register for required Labs BSC 2085L.***



# Course Catalog

2026-2027

## Social Studies

### World History

**Credit: 1**

\*\*

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

**PREREQUISITE:** *Teacher Consultation.*

### World History (Honors)

**Credit: 1**

\*\*

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

**PREREQUISITE:** *Level 3-5 FSA Reading Scores, Course Contract, and Teacher Consultation.*

### Advanced Placement (AP) World History

**Credit: 1**

\*\*

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. **Students must take the Advanced Placement World History exam.**

**PREREQUISITE:** *Level 3-5 FSA Reading Scores, Course Contract, and Teacher Consultation.*

### US History

**Credit: 1**

\*\*

American (US) History will provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. Content to be covered will include, but not be limited to, an understanding of geographic-historic and time-space relationships, the synthesizing of American culture through the centuries, the origin of American ideals, the American colonial experience, the American Revolution and the Federal System, the Civil War as the solution to the secession issue, the technological and urban transformation of the country, and American foreign policy development.

**PREREQUISITE:** *World History and Teacher Consultation.*

**SPECIAL NOTE:** *This course satisfies the US History graduation requirement. Students completing this course will be required to take the State of Florida End-of Course US History Exam. This course meets an academic unit for some Bright Futures Scholarship Programs and NCAA.*



# Course Catalog

2026-2027

## Social Studies: Continued

### US History (Honors)

**Credit: 1**

\*\*

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

**PREREQUISITE:** *World History and Teacher Consultation.*

**SPECIAL NOTE:** *This course satisfies the US History graduation requirement. Students completing this course will be required to take the State of Florida End-of Course US History Exam. This course meets an academic unit for some Bright Futures Scholarship Programs and NCAA.*

### Advanced Placement (AP) US History

**Credit: 1**

\*\*

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. **Students must take the Advanced Placement Examination offered by the College Board.**

**PREREQUISITE:** *World History, Course Contract, and Teacher Consultation.*

**SPECIAL NOTE:** *This course satisfies the US History graduation requirement. Students completing this course will be required to take the State of Florida End-of Course US History Exam. This course meets an academic unit for some Bright Futures Scholarship Programs and NCAA.*

### American Government (Honors)

**Credit: .5**

\*\*

Students will acquire a comprehensive understanding of government and political behavior in American Government Honors. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes. **This course is paired with a semester of Economics Honors.**

**PREREQUISITE:** *US History and Teacher Consultation.*

**SPECIAL NOTE:** *This course satisfies the American Government graduation requirement. This course meets an academic unit for some Bright Futures Scholarship Programs and NCAA.*

### Economics (Honors)

**Credit: .5**

\*\*

Economics Honors invites students to broaden their understanding of how economic concepts apply to their everyday lives, including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free enterprise system and the global economy, and personal finance strategies. **This course is paired with a semester of American Government Honors.**

**PREREQUISITE:** *US History and Teacher Consultation.*

**SPECIAL NOTE:** *This course satisfies the Economics graduation requirement. This course meets an academic unit for some Bright Futures Scholarship Programs and NCAA.*



# Course Catalog

2026-2027

## Social Studies: Continued

## SOCIAL STUDIES: Electives

### Personal Finance & Money Management

**Credit: .5**

**\*\***

Personal and Financial Literacy is designed to introduce learners to the basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis. Topics will include, but are not be limited to: Cost/Benefit analysis of economic decisions, earning an income, understanding state and federal taxes, utilizing banking and financial services, balancing a checkbook and managing a bank account, savings, investment and planning for retirement, understanding loans and borrowing money, understanding interest, credit card debt and online commerce, how to prevent identify fraud and theft, rights and responsibilities of renting or buying a home, and understanding and planning for major financial purchases. **This course is paired with a semester of Career Research and Decision Making or Strategies for Success (SLS) DE.**

**PREREQUISITE:** *Teacher Consultation.*

### Psychology I & Psychology II

**Credit: 1**

**\*\***

Through the study of psychology, students develop an understanding and appreciation of human behavior, interpersonal interactions, and the progressive development of individuals. This two-course sequence introduces students to the major theories and perspectives of psychology while building skills in critical thinking, research analysis, and real-world application.

Psychology 1 provides a foundation in psychological principles, including research methodology, memory and cognition, human growth and development, personality, abnormal behavior, therapeutic approaches, stress and coping strategies, and mental health.

Psychology 2 expands on these concepts and explores additional topics such as intelligence, the brain and nervous system, sensation and perception, sleep, emotion, social psychology, culture and diversity, influential psychological studies, and global perspectives in psychology.

Together, these courses equip students with a comprehensive understanding of psychological science and its relevance to everyday life, relationships, and society.

**PREREQUISITE:** *Teacher Consultation.*

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# Course Catalog

2026-2027

## World Languages

### French I

**Credit: 1**

**\*\***

French 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. Students will learn to communicate in everyday situations through dialogues, oral presentations, projects, and group activities.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE:** Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities.

### French II

**Credit: 1**

**\*\***

French 2 reinforces the fundamental skills acquired by the students in French 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 French 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.

**PREREQUISITE:** *French I and Teacher Consultation.*

**SPECIAL NOTE:** Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities.

### Spanish I

**Credit: 1**

**\*\***

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE:** Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities.

### Spanish II

**Credit: 1**

**\*\***

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

**PREREQUISITE:** *Spanish I and Teacher Consultation.*

**SPECIAL NOTE:** Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities.



# Course Catalog

2026-2027

## World Languages: Continued

### Spanish Speakers I

**Credit: 1**

**\*\***

Spanish Speakers I enables students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE:** Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.

### Spanish Speakers II

**Credit: 1**

**\*\***

This course enables students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

**PREREQUISITE:** *Spanish Speakers I and Teacher Consultation.*

**SPECIAL NOTE:** Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.

### Spanish Speakers III (Honors)

**Credit: 1**

**\*\***

This course enables students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources.

**PREREQUISITE:** *Spanish Speakers 2 and Teacher Consultation.*

**SPECIAL NOTE:** Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.



# Course Catalog

2026-2027

## General Electives

### 2-D Studio Art I

**Credit: 1**

**\*\***

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

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE:** *This course may require students to attend one or more performances/events outside the school day to support, extend, and assess learning in the classroom.*

### Band I

**Credit: 1**

**\*\***

Band I is an entry-level class designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments. This course promotes the enjoyment and appreciation of music through performance. It begins with wind and percussion literature from different times and places. In class instruction focuses 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.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE:** *This course requires students to have access to a musical instrument; parents may need to secure (e.g., borrow, rent, purchase) instruments from an outside source. Additionally, this course may require students to attend one or more performances/events outside the school day to support, extend, and assess learning in the classroom.*

### Band II

**Credit: 1**

**\*\***

Band II is 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.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE:** *This course requires students to have access to a musical instrument; parents may need to secure (e.g., borrow, rent, purchase) instruments from an outside source. Additionally, this course may require students to attend one or more performances/events outside the school day to support, extend, and assess learning in the classroom.*

### Music World

**Credit: 1**

**\*\***

Music World allows students to explore the musical traditions of 20th-century 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.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE:** *This course may require students to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.*



# Course Catalog

2026-2027

## General Elective Options: Continued

### Debate I Honors

**Credit: .5**

**\*\***

Debate 1 is a full-year, 1-credit course designed to strengthen students' oral communication, research, and argumentative skills. Students learn to construct, deliver, and evaluate arguments through formats such as Lincoln-Douglas, team debate, and extemporaneous speaking. The course emphasizes critical thinking, evidence analysis, public speaking techniques, and ethical reasoning. Students develop skills in collaboration, active listening, and formal presentation while learning to critique arguments and identify logical fallacies. This course prepares students to confidently present and defend ideas in academic and real-world settings.

**PREREQUISITE:** *Teacher Consultation.*

### Speech I

**Credit: .5**

**\*\***

Speech 1 is a standards-based course aligned to Florida's English Language Arts benchmarks, emphasizing effective oral communication, critical thinking, and presentation skills. This course develops students' ability to research, organize, and deliver a variety of speeches for diverse purposes and audiences. Students engage in audience analysis, evaluate credible sources, and structure speeches with clear introductions, supporting evidence, and purposeful conclusions.

Instruction focuses on content development, logical organization, language use, and effective delivery techniques, including voice, diction, and body language. Students will critique peer and professional speeches, identifying strengths in argumentation and areas for improvement. Through regular speaking opportunities, students build confidence, strengthen self-expression, and develop the communication skills necessary for academic success, leadership, and real-world interactions.

**PREREQUISITE:** *Teacher Consultation.*

### Journalism I

**Credit: 1**

**\*\***

This course enables students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. In addition to written work, students will receive instruction in the history and traditions of journalism, as well as workshop experiences in design, advertising, research, interviews, and other practical aspects of journalistic enterprise.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE** *This course may require students to attend one or more school events outside the school day to support, extend, and assess learning in the classroom.*



# Course Catalog

2026-2027

## General Elective Options: Continued

### Digital Design I Honors

**Credit: 1**

**\*\***

Digital Design introduces students to foundational skills used in the digital publishing and design industry. Students learn computer applications, layout and design principles, digital imaging, typography, and measurement techniques to create professional print and digital media projects. The course emphasizes critical thinking, problem solving, collaboration, and communication. Through hands-on, project-based learning, students develop entry-level skills for careers in graphic design, digital media, and related technology fields. All students will participate in industry certification exam.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE** *This course may require students to attend one or more school events outside the school day to support, extend, and assess learning in the classroom.*

### Promotional Design Entrepreneurship

**Credit: 1**

**\*\***

Promotional Design Entrepreneurship prepares students to develop and manage businesses in the promotional products industry. Students explore core entrepreneurship concepts, business ownership, ethics, and economic principles while learning merchandising and inventory strategies. Hands-on instruction includes the basic operation of industry equipment such as embroidery machines, vinyl cutters, heat presses, printers, laser engravers, and design software. The course also emphasizes career planning, employability skills, and professional portfolio development. Students gain practical design and layout skills while building a strong foundation in small business management and the free enterprise system.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE** *This course may require students to attend one or more school events outside the school day to support, extend, and assess learning in the classroom.*

### Grooming and Salon Services / Facials Specialty

**Credit: 1**

**\*\***

This course introduces students to the foundational skills and knowledge required in the facials and skincare industry. Instruction includes classroom and laboratory safety procedures, employability skills, and essential communication, math, and science concepts used in cosmetology. Students gain an overview of State Board of Cosmetology requirements, laws, and regulations, while developing competencies in facials and facial massage techniques. The course also provides a brief introduction to entrepreneurship in the beauty industry.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE** *This course may require students to attend one or more school events outside the school day to support, extend, and assess learning in the classroom.*



# Course Catalog

2026-2027

## General Elective Options: Continued

### Personal Fitness

**Credit: 1**

**\*\***

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE:** *This course is a physical fitness course and requires students to participate in rigorous exercise and the use of gym equipment.*

### Weight Training I & Weight Training II

**Credit: 1**

**\*\***

**Weight Training I** - 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. Topics will include weight room safety, proper weight training techniques and the application of the (3) basic principles of weight training: Overload, Progression and Specificity. **This course is paired with Weight Training II.**

**Weight Training II** - Covers knowledge that applies to the promotion of good health of the individual, family and society. Emphasis is on various health needs defined as the physical, emotional, social, and intellectual aspects of fitness and on weight training, stress management, disease prevention, fitness, nutrition and the development of an effective wellness lifestyle. **This course is paired with Weight Training II.**

**PREREQUISITE:** *Teacher Consultation.*

**SPECIAL NOTE:** *This course is a physical fitness course and requires students to participate in rigorous exercise and the use of gym equipment.*

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# Course Catalog

2026-2027

## Special Programs: Elective Options

### COLLEGE AND CAREER EXPLORATION

#### Strategies For Success (SLS) DE

**Credit: .5**

**\*\***

This course serves as an introduction to college life and college studies. It provides opportunities for students to learn about the skills needed for successful integration into college and higher education, acquire and practice learning strategies, explore personal learning styles, identify career options, and develop skills for responsible citizenship. **This course is paired with a semester of Career Research and Decision Making, Personal Finance and Money Management, Personal Finance (DE), Intro to Business (DE), or Intro to Education (DE).**

**PREREQUISITE:** Students must have an unweighted GPA of 2.5-3.5, *and a completed Broward College DE Application.*

**SPECIAL NOTE:** Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program. Students will earn concurrently one (1) high school credit and three (3) college credits.

#### Personal Finance (DE)

**Credit: 1**

**\*\***

This course provides a survey of the areas of personal economic and financial issues with which all individuals must contend. Course content provides a basic understanding in the following areas: budgeting, personal financial management, credit, taxes, risk management, investments, retirement planning and estate planning. **This course is paired with a semester of Career Research and Decision Making or Personal Finance and Money Management.**

**PREREQUISITE:** Students must have an unweighted GPA of 2.5-3.5, *and a completed Broward College DE Application.*

**SPECIAL NOTE:** Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program. Students will earn concurrently one (1) high school credit and three (3) college credits.

#### Intro To Education (DE)

**Credit: 1**

**\*\***

This course provides an overview of the American education system and the teaching profession. Its focus is teacher preparation for the 21st century. It examines the history of education, educational philosophies, school governance and funding, the rights and responsibilities of teachers and students, academic standards, teaching and assessment methods, digital literacy, and the needs of diverse learners. A special emphasis is placed on Florida Educator Accomplished Practices (FEAPs) and Florida standards, including B.E.S.T standards (Benchmarks for Excellent Student Thinking). The course has a mandatory 15-hour field experience component which is to be completed in a K12 school or similar setting. **This course is paired with a semester of Strategies for Success (SLS) DE.**

**PREREQUISITE:** Students must have an unweighted GPA of 2.5-3.5, *and a completed Broward College DE Application.*

**SPECIAL NOTE:** Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program. Students will earn concurrently one (1) high school credit and three (3) college credits.



# Course Catalog

2026-2027

## Special Programs Elective Options: Continued

### Intro to Business (DE)

**Credit: 1**

**\*\***

This course provides a basic study of business activity and how it relates to our economic society. Topics covered include how businesses are owned, organized, managed and controlled. Course content emphasizes business vocabulary, areas of business specialization, and career opportunities.

**This course is paired with a semester of Strategies for Success (SLS) DE.**

**PREREQUISITE:** Students must have an unweighted GPA of 2.5-3.5, *and a completed Broward College DE Application.*

**SPECIAL NOTE:** Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program. Students will earn concurrently one (1) high school credit and three (3) college credits.

### Career Research and Decision Making

**Credit: .5**

**\*\***

This course serves as an introduction to college life and college studies. It provides opportunities for students to learn about the skills needed for successful integration into college and higher education, acquire and practice learning strategies, explore personal learning styles, identify career options, and develop skills for responsible citizenship.

**This course is paired with a semester of Custom Promotional Design or Strategies for Success (SLS) DE.**

**PREREQUISITE:** Students must have an unweighted GPA of 2.5-3.5, *and a completed Broward College DE Application.*

**SPECIAL NOTE:** Students must have completed BC Dual Enrollment Application and Parent Form on file prior to registering for this course. If you need assistance with the BC Dual Enrollment Application, please see your grade level School Counselor or Magnet Coordinator. Students will need to provide their BC ID and Accuplacer or PERT Test Scores. This course is a semester course offered @Stranahan High School through Broward College. Students must earn a "C" or better to remain in the Dual Enrollment Program. Students will earn concurrently one (1) high school credit and three (3) college credits.



# Course Catalog

2026-2027

## Special Programs Elective Options: Continued

### SENIOR PRIVILEGE

#### Senior Privilege @ Stranahan

**Credit: NA**

\*\*

Senior Privilege @ Stranahan High School allows Seniors the privilege of arriving to campus after first (1<sup>ST</sup>) or fifth (5<sup>TH</sup>) period **OR** departing campus after third (3<sup>RD</sup>) or seventh (7<sup>TH</sup>) period. Under this option, students will be allowed to drop their study hall class only. The empty slot will fall in periods 1, 4, 5, or 8. If your empty period falls in period 1 or 5, you will be allowed to start your school day the second block (Period 2 or 6) of that day after signing in through the attendance office. If your empty period falls in period 4 or 8, you may leave after the third block (Period 3 or 7) after signing out through the attendance office. Students will be provided with an ID indicating their senior privilege period this ID must be provided to the parking lot attendant and attendance office upon arrival or departure.

Students are responsible for their own transportation to/from school. Senior Privilege does not entitle you to a parking decal. Students are **NOT** able to choose the period off and may **NOT** remain on campus during the period of Senior Privilege. Students are **NOT** able to choose their assigned lunch. This is only an option: students may choose to take all 7 classes plus their Study Hall class.

*The decision to use this option is a **FINAL DECISION!** Changes will not be made, regardless of the reason, after your parent form is submitted.*

**PREREQUISITE:** *The following Graduation Requirements must be met for program participation:*

1. *Unweighted GPA of 3.0 or Higher*
2. *Reading Requirement Met*
3. *Math Requirement Met*
4. *Minimum 19 Credits Earned with **Full Credit in:** English 1 and 2, Algebra I, Geometry, Biology, one (1) additional Science, World History and **Half Credit in:** English III and one additional math and science*
5. *On Track for Graduation*
6. *Community Service Requirement Met*
7. *Senior Privilege Contract/Parent Form on File*

**SPECIAL NOTE:** Students participating in the Senior Privilege program must maintain a GPA of 3.0 or higher, satisfactory attendance, AND satisfactory discipline. If any of the conditions are not maintained, senior privilege will be immediately revoked, and students will be removed from the senior privilege program.

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# Course Selection

2026-2027

## The School of **Communication Art & Design**

### Magnet Pathways and Course Sequence Recommendations

| Course ID                             | Barcode | Rank Magnet Options 1-5 |
|---------------------------------------|---------|-------------------------|
| <b>2-D Art and Design</b>             |         | Magnet Selection Choice |
| Two - Dimensional Studio Art I        |         |                         |
| Two - Dimensional Studio Art II       |         |                         |
| Portfolio Development: 2-D            |         |                         |
| Advance Placement (AP) 2-D Studio Art |         |                         |

### The Music Conservatory

|                           |  |
|---------------------------|--|
| Instrumental Ensemble I   |  |
| Instrumental Ensemble II  |  |
| Instrumental Ensemble III |  |
| Instrumental Ensemble IV  |  |

### Journalism

|                |  |
|----------------|--|
| Journalism I   |  |
| Journalism II  |  |
| Journalism III |  |
| Journalism IV  |  |

## The School of **Social & Behavioral Sciences**

### Magnet Pathways and Course Sequence Recommendations

| Course ID     | Barcode | Rank Magnet Options 1-5 |
|---------------|---------|-------------------------|
| <b>DEBATE</b> |         | Magnet Selection Choice |
| Debate I      |         |                         |
| Debate II     |         |                         |
| Debate III    |         |                         |
| Debate IV     |         |                         |

### Law Studies

|                                |  |
|--------------------------------|--|
| Political Science/ Law Studies |  |
| Debate I                       |  |
| Debate II                      |  |
| AICE Law                       |  |

\*All courses may be taken at any time; however, it is recommended students take classes in the suggested order. Please speak with your Magnet Coordinator or Magnet Program Instructor if you wish to deviate from the suggested program recommendations.



# Course Selection

2026-2027

## The School of **Social & Behavioral Sciences**

### Magnet Pathways and Course Sequence Recommendations

| Military Science & Leadership | Course ID | Barcode | Magnet Selection Choice |
|-------------------------------|-----------|---------|-------------------------|
| MCJROTC I                     |           |         |                         |
| MCJROTC II                    |           |         |                         |
| MCJROTC III                   |           |         |                         |
| MCJROTC IV                    |           |         |                         |

## The School of **Business & Management**

### Magnet Pathways and Course Sequence Recommendations

|                                         | Course ID | Barcode | Rank Magnet Options 1-5 |
|-----------------------------------------|-----------|---------|-------------------------|
| <b>Business and Management #theCUBE</b> |           |         | Magnet Selection Choice |
| Business & Entrepreneurial Principles   |           |         |                         |
| Management & Human Resources            |           |         |                         |
| AICE Business                           |           |         |                         |
| GEB 1011 Intro to Business*             |           |         |                         |
| * Paired with DE SLS                    |           |         |                         |

### Culinary Arts

|                   |  |
|-------------------|--|
| Culinary Arts I   |  |
| Culinary Arts II  |  |
| Culinary Arts III |  |
| Culinary Arts IV  |  |

### Finance

|                                     |  |
|-------------------------------------|--|
| Business Communication & Technology |  |
| Economic and Financial Services     |  |
| Personal Finance                    |  |
| AICE Business <b>or</b>             |  |
| FIN 2100 Personal Finance           |  |

### Hospitality & Tourism

|                                            |  |
|--------------------------------------------|--|
| Introduction to Hospitality & Tourism      |  |
| Hospitality & Tourism Marketing Management |  |
| Hospitality & Tourism Entrepreneurship     |  |
| AICE Hospitality & Tourism                 |  |

\* All courses may be taken at any time; however, it is recommended students take classes in the suggested order. Please speak with your Magnet Coordinator or Magnet Program Instructor if you wish to deviate from the suggested program recommendations.



# Course Selection

2026-2027

## The School of **Medical Sciences**

### Magnet Pathways and Course Sequence Recommendations

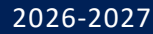
| Biomedical Sciences                 | Course ID | Barcode | Magnet Selection Choice |
|-------------------------------------|-----------|---------|-------------------------|
| Principles of Biomedical Sciences   |           |         |                         |
| Human Body Systems                  |           |         |                         |
| Medical Interventions               |           |         |                         |
| BSC 2085Anatomy & Physiology        |           |         |                         |
| <b>Allied Health Assisting</b>      |           |         |                         |
| Health Science Foundations          |           |         |                         |
| Health Science Anatomy & Physiology |           |         |                         |
| Allied Health Assisting 3           |           |         |                         |

## The School of **Science & Pre-Engineering**

### Magnet Pathways and Course Sequence Recommendations

|                                    | Course ID | Barcode | Rank Magnet Options 1-5 |
|------------------------------------|-----------|---------|-------------------------|
| <b>Engineering</b>                 |           |         | Magnet Selection Choice |
| AICE Thinking Skills /             |           |         |                         |
| AICE Design and Technology         |           |         |                         |
| Introduction to Engineering Design |           |         |                         |
| Principles of Engineering          |           |         |                         |
| Computer Integrated Manufacturing  |           |         |                         |
| Engineering Design & Development   |           |         |                         |
| <b>Maritime Occupations</b>        |           |         |                         |
| Maritime I                         |           |         |                         |
| Maritime II                        |           |         |                         |
| Maritime III                       |           |         |                         |
| Maritime IV                        |           |         |                         |
| <b>Robotics</b>                    |           |         |                         |
| Foundations of Robotics            |           |         |                         |
| Robotic Design Essentials          |           |         |                         |
| Robotic Systems                    |           |         |                         |
| Robotic Capstone                   |           |         |                         |

\* All courses may be taken at any time; however, it is recommended students take classes in the suggested order. Please speak with your Magnet Coordinator or Magnet Program Instructor if you wish to deviate from the suggested program recommendations.



Please use this space to jot down any notes or questions you may have for your Magnet Coordinator and or Grade Level Counselor.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

\* All courses may be taken at any time; however it is recommended students take classes in the suggested order. Please speak with your Magnet Coordinator or Magnet Program Instructor if you wish to deviate from the suggested program recommendations.



# Course Selection

2026-2027

## Academic: Course Options

Please Make Your Selections Below:  
Indicating **ACADEMIC** Options with an "X" and Ranking **ELECTIVE** Options 1-6

### ENGLISH LANGUAGE ARTS

Course ID

Barcode

Selection Choice

|                   |  |  |  |
|-------------------|--|--|--|
| English I         |  |  |  |
| English I Honors  |  |  |  |
| English II        |  |  |  |
| English II Honors |  |  |  |
| English III       |  |  |  |
| English IV        |  |  |  |

### ENGLISH LANGUAGE ARTS: ELECTIVES

|                                     |  |
|-------------------------------------|--|
| AP English Language & Composition   |  |
| AP English Literature & Composition |  |
| AICE English Language               |  |
| AICE English General Paper          |  |

### MATHEMATICS

|                                    |  |
|------------------------------------|--|
| Algebra I-A & Algebra I-B          |  |
| Algebra I Honors                   |  |
| Geometry                           |  |
| Geometry Honors                    |  |
| Math For College Algebra           |  |
| Algebra II                         |  |
| Algebra II Honors                  |  |
| Pre-Calculus                       |  |
| Calculus Honors                    |  |
| Math For Data & Financial Literacy |  |

### MATHEMATICS: ELECTIVES

|                                                                   |  |
|-------------------------------------------------------------------|--|
| Advanced Placement (AP) Calculus AB                               |  |
| Dual Enrollment College Algebra/<br>Trigonometry                  |  |
| Dual Enrollment Mathematical Thinking /<br>Mathematics in Context |  |



# Course Selection

2026-2027

## Academic: Course Options

Please Make Your Selections Below:  
Indicating **ACADEMIC** Options with an "X" and Ranking **ELECTIVE** Options 1-6

### SCIENCE

| Course ID                   | Barcode | Selection Choice |
|-----------------------------|---------|------------------|
| Environmental Science       |         |                  |
| Biology I                   |         |                  |
| Biology I Honors            |         |                  |
| Marine Science              |         |                  |
| Chemistry I                 |         |                  |
| Chemistry I Honors          |         |                  |
| Anatomy & Physiology        |         |                  |
| Anatomy & Physiology Honors |         |                  |
| Physics I                   |         |                  |
| Physics I Honors            |         |                  |

### SCIENCE: ELECTIVES

|                                                  |  |
|--------------------------------------------------|--|
| Advanced Placement (AP) Biology                  |  |
| Advanced Placement (AP)<br>Environmental Science |  |
| AICE Environmental Management                    |  |
| Dual Enrollment Anatomy & Physiology             |  |

### SOCIAL STUDIES

|                                                  |  |
|--------------------------------------------------|--|
| World History                                    |  |
| World History Honors                             |  |
| Advanced Placement (AP) World History            |  |
| US History                                       |  |
| US History Honors                                |  |
| Advanced Placement (AP) US History               |  |
| American Government /<br>Economics               |  |
| American Government Honors /<br>Economics Honors |  |

### SOCIAL STUDIES: ELECTIVES

|                                               |  |
|-----------------------------------------------|--|
| Personal Finance &<br>Money Management Honors |  |
| Psychology I / Psychology II                  |  |



# Course Selection

2026-2027

## Academic: Course Options

Please Make Your Selections Below:  
Indicating **ACADEMIC** Options with an "X" and Ranking **ELECTIVE** Options 1-6

### WORLD LANGUAGE

| Course ID                   | Barcode | Selection Choice |
|-----------------------------|---------|------------------|
| French I                    |         |                  |
| French II                   |         |                  |
| Spanish I                   |         |                  |
| Spanish II                  |         |                  |
| Spanish Speakers I          |         |                  |
| Spanish Speakers II         |         |                  |
| Spanish Speakers III Honors |         |                  |
|                             |         |                  |

### GENERAL: ELECTIVES

|                                                      |  |
|------------------------------------------------------|--|
| 2-D Studio Art I                                     |  |
| Band I                                               |  |
| Band II                                              |  |
| Music World                                          |  |
| Debate I                                             |  |
| Speech I                                             |  |
| Journalism I                                         |  |
| Exploring Hip Hop as Literature/<br>Social Media     |  |
| Digital Design I Honors                              |  |
| Promotional Design Entrepreneurship                  |  |
| Grooming and Salon Services I / Facials<br>Specialty |  |
| Peer Counseling                                      |  |
| Marine Corps Leadership Ed. 1 (JROTC)^               |  |
| Personal Fitness /Fitness Lifestyle Design           |  |
| Weight Training I & Weight II                        |  |
|                                                      |  |
|                                                      |  |



# Course Selection

2026-2027

## Academic: **Course Options**

Please Make Your Selections Below:  
Indicating **ACADEMIC** Options with an "X" and Ranking **ELECTIVE** Options 1-6

### **GENERAL: SPECIAL PROGRAMS**

Course ID

Barcode

Selection Choice

#### **COLLEGE AND CAREER EXPLORATION**

|                                     |  |
|-------------------------------------|--|
| Career Research and Decision Making |  |
| Strategies For Success /            |  |
| Personal Finance                    |  |
| Intro to Education                  |  |
| Intro to Business                   |  |
|                                     |  |

#### **SENIOR PRIVILEGE**

|                  |  |
|------------------|--|
| Senior Privilege |  |
|                  |  |
|                  |  |
|                  |  |
|                  |  |
|                  |  |



# Advance Placement Contract

2026-2027

Stranahan High School supports any student who chooses to accept the challenge of an Advanced Placement (AP) or Cambridge AICE course. Enrollment in these advanced courses is a privilege that carries significant academic responsibility. These courses are designed to reflect college-level rigor and require a substantial commitment of time, effort, and personal accountability.

**All students enrolled in AP courses are required to sit for the corresponding AP/AICE exam(s).**

## AP/AICE Is an Opportunity:

- To challenge yourself in a college-level course
- To work alongside committed, focused students
- To build skills that directly correlate to college success
- To gain deeper understanding of advanced content
- To prepare for the rigorous demands of college
- To earn potential college credit through successful exam performance

## Student Expectations

By enrolling in an AP or AICE course, students agree to:

1. **Make a yearlong commitment** to completing each course and take all corresponding AP/AICE exams.
2. Be an **independent, self-motivated learner** who reads actively, asks questions, and engages in outside research to contribute meaningfully to class discussions.
3. Participate in a **collegial and respectful manner**, discussing and sharing course-related material thoughtfully.
4. **Accept assignments, feedback, and coaching** from the teacher and proactively seek support when needed.
5. Always **maintain academic integrity**.
6. Complete any required work assigned over school holidays or breaks by established deadlines.
7. **Attend all classes regularly**. These courses rely heavily on discussion, structured debate, collaboration, and active participation. Excessive absences will negatively impact comprehension and grades.
8. Comply with any additional expectations outlined in the course syllabus.
9. Provide a signed copy of this contract to each AP/AICE teacher.

## Parent/Guardian Acknowledgment

As a parent/guardian, I understand the rigor and expectations associated with AP/AICE courses. I agree to support my student in meeting the academic demands, maintaining consistent attendance, completing assignments (including work over breaks), and sitting for all required exams.

## AP/ AICE Student Contract

**Course Title:** \_\_\_\_\_

*By registering for an AP and or AICE course, I am making a commitment for the entire length of the course. I understand that if I request multiple AP/AICE courses, I am making a commitment to undertake a challenging academic schedule.*

We understand that enrollment in AP/AICE courses represents a serious academic commitment. By signing below, we acknowledge and agree to uphold the expectations outlined in this contract, including maintaining regular attendance. AP supports are available and I am encouraged and expected to access these supports. I have read and understand the conditions of the AP Contract.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student ID #

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Phone Number

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# Magnet Program Contract

2026-2027

Thank you for choosing Stranahan High School Magnet Programs! All magnet students are required to maintain established county-mandated standards and adhere to the guidelines below to earn Magnet Distinction:

- Adhere to the Broward County School's Student Code of Conduct\*\*
- Attend school daily; arriving promptly to school and all subsequent classes throughout the school day (School Hours: 7:40am - 2:40pm).
- Maintain a minimum unweighted grade point average of 2.5.
- Maintain a 3.0 "B" average or better in all Magnet, Advance Placement, AICE, and Dual Enrollment courses.
- Earn next year placement by obtaining course industry certification(s), successfully earning an acceleration point(s), completing all magnet projects, portfolio, and or capstone coursework-on-time and at the appropriate grade level.
- Participate in program specific professional development days<sup>+</sup>, summer internship (summer of Junior year), Career Technical Student Organizations (CTSO) - participation may require time commitments outside regular school hours (see your magnet teacher for more info).
- Complete 100 community service hours.
- Respect school facilities, classrooms, simulation labs, and equipment.
- All Magnet students are required to wear approved attire on designated professional dress days (Tuesdays and Thursdays).

<sup>+</sup> Professional Dress Days - Please speak with your magnet teacher and or magnet coordinator for more detailed information and purchase instructions. Program specific approved uniform(s)/ attire can be purchased online from the [Stranahan High School Online eStore](https://bit.ly/SHSESTORE). (Link: <https://bit.ly/SHSESTORE>)

All students at Stranahan High School assume a schedule that prepares them for college and career readiness. Magnet students may have additional program specific requirements (please see your grade level counselor and or magnet coordinator). Additionally, students are also required to demonstrate mastery in their Magnet Programs through participation in CTSOs, earning industry certification, presenting yearly projects.

## Every Dragon Scholar Will Create A 4 - Year Academic Plan (Sample Below)

Please Speak with Your Grade Level Counselor and Magnet Coordinator

| 9 <sup>th</sup> Grade                                                                                                                                                                                   | 10 <sup>th</sup> Grade                                                                                                                                                                                                    | 11 <sup>th</sup> Grade                                                                                                                                                                                                                                                                      | 12 <sup>th</sup> Grade<br><i>Early Admissions Program at BC OR</i>                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. English I Honors*<br>2. Algebra I Honors*<br>3. Biology Honors<br>4. AP World History*<br>5. Magnet Course (Year 1)<br>6. World Language (Year 1)<br>7. Academic/General Elective *<br>8. Study Hall | 1. English II Honors*<br>2. Geometry Honors*<br>3. Chemistry Honors*<br>4. AP World History*<br>5. Magnet Course (Year 2)<br>6. World Language (Year 2)*<br>7. AICE Program Elective OR Dual Enrollment*<br>8. Study Hall | 1. AICE English Language*<br>2. Algebra II Honors*<br>3. * / OR Physics I Honors* OR AICE Environmental Management*<br>4. AP US History*<br>5. Magnet Course (Year 3)<br>6. AICE Global Perspectives* AND AICE Elective*<br>7. Career Dual Enrollment* OR Dual Enrollment*<br>8. Study Hall | 1. AICE English General Paper* (OR AP English Literature* OR English IV Honors*)<br>2. Pre-Calculus* (OR AP Calculus AB*)<br>3. Dual Enrollment Science*<br>4. US Government / Economics Honors*<br>5. Magnet Course (Year 4)<br>6. Academic Elective OR Dual Enrollment*<br>7. Academic Elective OR Dual Enrollment*<br>8. Study Hall |

\*Students will be placed in appropriate advanced level course options (Honors, AP, Cambridge AICE, and/or Comparable Dual Enrollment) based on test scores, academic performance, and teacher recommendations.

Stranahan High School's Magnet program is committed to transforming young adults into young professionals! In the unlikely event a Magnet student fails to meet the established criteria or violates the BCPS Code of Conduct, magnet placement may be rescinded by the Office of Service Quality at any time after documented interventions have been attempted during the school year for repeated violations of the Code of Student Conduct guidelines including poor attendance, excessive tardiness, or inappropriate behavior, and failure to follow school protocols/procedures.

\*\* I understand Stranahan High School is comprised of students who are selected through the BCPS School Choice application process and SHS assigned students participating in the magnet program. I also understand the expectations for individual effort, student behavior, and an elevated commitment to these standards throughout my high school years. I understand that failure to adhere to this contract or the BCPS Code of Conduct may result in my being removed from magnet opportunities and in some circumstances being withdrawn and returned to my home school.

Student Name

Student ID #

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Phone Number

Parent/Guardian Signature

Date



# Senior Privilege Contract

2026-2027

12

Student Name

Student ID Number

Grade

Senior Privilege @ Stranahan High School allows Seniors the privilege of arriving to campus after first (1ST) or fifth (5TH) period **OR** departing from campus after third (3RD) or seventh (7TH) period. Under this option, students will be allowed to drop their study hall class only. Students are not allowed to be on campus during their senior privilege period.

**The following conditions must be maintained to continue senior privileges:**

**Attendance:**

1. All Students must maintain satisfactory attendance. Accruing 4 unexcused absences throughout the marking period, and/or 6 or more tardies per term will result in loss of senior privilege.

**Behavior:**

2. Any disruptive behavior in school, during a school related function, or off campus that causes a major disruption to campus or campus activities will result in loss of senior privilege.
3. Any disciplinary incidents requiring external suspension will result in the loss of senior privilege.
4. Any disciplinary incidents requiring a referral to grade level administrator may result in the loss of senior privilege.

**Driving:**

5. Any student exhibiting unsafe driving practices on school grounds will have privilege immediately revoked. **Failure to follow the directions and requests** of the parking lot attendant will result in revocation of senior privilege **and** your parking permit.
6. Seniors who leave school grounds with another student without following sign-out protocols will have their privilege immediately revoked.
7. Students are responsible for their own transportation to/from school.
  - a. Senior Privilege does not entitle you to a parking decal – **26-27 Parking Decal by September 1, 2026.**
  - b. **Permanent replacement ID cards are \$5.00!**

**Senior Responsibility:**

8. Maintain a minimum 3.0 unweighted grade point average.
9. Maintain adequate progress towards graduation.

Please remember that your first responsibility is to graduate. A parent or guardian may instruct the school to revoke senior privileges at any time during the year. In addition, school authorities reserve the right to revoke senior privilege as necessary even though the offense may not be specifically stated in items 1-9.

I understand and agree to the requirements as outlined in the senior privilege contract. I further understand failure to maintain the requirements above will result in the loss of participation in the Senior Privilege @Stranahan High School program, **and/or may lead to loss of additional senior privileges (e.g. Prom, Grad Bash, and Graduation Ceremony Participation).**

Student Name

Student Signature

Date

Parent Name

Parent Signature

Date

**You will NOT be granted Senior Privilege until a signed contract & parent form is on file in school counseling.**



# Cambridge AICE Graduation Tracker

2026-2027

## Cambridge AICE Diploma Requirements

Achieve a minimum of seven (7) credits including Global Perspectives (AS)\*

| Earn at least one (1) credit from Cambridge AICE Diploma Subject Groups 1,2,3 |                                    |                     |                          |                              |                                    | Optional (Max 2 Credits)                              |                                          |  |  |
|-------------------------------------------------------------------------------|------------------------------------|---------------------|--------------------------|------------------------------|------------------------------------|-------------------------------------------------------|------------------------------------------|--|--|
| Group 1<br>Mathematics & Science                                              |                                    | Group 2<br>Language |                          | Group 3<br>Arts & Humanities |                                    | Group 4<br>Interdisciplinary & Skill Based<br>Courses |                                          |  |  |
| Series                                                                        | Course                             | Series              | Course                   | Series                       | Course                             | Series                                                | Course                                   |  |  |
|                                                                               | Environmental<br>Management (AS)   |                     | English Language<br>(AS) |                              | Business Studies (AS)              |                                                       | General Paper (AS)                       |  |  |
|                                                                               | Sport & Physical<br>Education (AS) |                     |                          |                              | Environmental<br>Management (AS)   |                                                       | Thinking Skills (AS)                     |  |  |
|                                                                               | Design &<br>Technology (AS)        |                     |                          |                              | Sport & Physical<br>Education (AS) |                                                       | Design & Technology (AS)                 |  |  |
|                                                                               |                                    |                     |                          |                              | Travel and Tourism<br>(AS)         | * Required Core Course                                |                                          |  |  |
|                                                                               |                                    |                     |                          |                              |                                    | Series                                                | Course                                   |  |  |
|                                                                               |                                    |                     |                          |                              |                                    |                                                       | Global Perspectives and<br>Research (AS) |  |  |

Cambridge AICE Diploma Planning Notes:

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NAME: \_\_\_\_\_ Grade: \_\_\_\_\_

# STRANAHAN HIGH SCHOOL

## 4 Year Academic Planning Tool

Please be aware that course availability is not guaranteed, as this depends on both staff availability and student enrollment or requests.

### Course Offerings

| Core Subjects                               | ENGLISH                                                                                                                                                                | MATH                                                                                                                                                                                                              | SCIENCE                                                                                                                                                                                                              | SOCIAL STUDIES                                                                                                                                                                                   |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Regular</b><br>(Level 1 or Level 2)      | <ul style="list-style-type: none"> <li>English 1</li> <li>English 2</li> <li>English 3</li> <li>English 4</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Algebra 1A / Algebra 1B</li> <li>Geometry</li> <li>Math for College Algebra</li> <li>Algebra 2</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Environmental Science</li> <li>Biology 1</li> <li>Marine Science</li> <li>Chemistry</li> <li>Anatomy &amp; Physiology</li> <li>Physics 1</li> </ul>                           | <ul style="list-style-type: none"> <li>World History</li> <li>United States History</li> <li>US Government/Economics</li> </ul>                                                                  |
| <b>Honors</b><br>(Level 3 or Higher)        | <ul style="list-style-type: none"> <li>English 1 Honors</li> <li>English 2 Honors</li> <li>English 4 Honors</li> </ul>                                                 | <ul style="list-style-type: none"> <li>Algebra 1 Honors</li> <li>Geometry Honors</li> <li>Algebra 2 Honors</li> <li>Pre-Calculus</li> <li>Math Data and Financial Literacy Honors</li> </ul>                      | <ul style="list-style-type: none"> <li>Biology 1 Honors</li> <li>Chemistry 1 Honors</li> <li>Anatomy &amp; Physiology Honors</li> <li>Physics 1 Honors</li> </ul>                                                    | <ul style="list-style-type: none"> <li>World History Honors</li> <li>United States History Honors</li> <li>US Government/Economics Honors</li> <li>Personal Financial Literacy Honors</li> </ul> |
| <b>College Level</b><br>(Level 3 or Higher) | <ul style="list-style-type: none"> <li>AICE English General Paper</li> <li>AICE English Lang AS</li> <li>AP English Language</li> <li>AP English Literature</li> </ul> | <ul style="list-style-type: none"> <li>AP Calculus AB</li> <li>Mathematical Thinking MGF 1130</li> <li>Mathematical Concepts MGF 1131</li> <li>College Algebra MAC 1105</li> <li>Trigonometry MAC 1114</li> </ul> | <ul style="list-style-type: none"> <li>AP Biology</li> <li>AP Environmental Science</li> <li>AICE Environmental Management</li> <li>DE Anatomy &amp; Physiology I</li> <li>DE Anatomy &amp; Physiology II</li> </ul> | <ul style="list-style-type: none"> <li>AP World History</li> <li>AP United States History</li> </ul>                                                                                             |
| Magnet Programs                             | Level 1                                                                                                                                                                | Level 2                                                                                                                                                                                                           | Level 3                                                                                                                                                                                                              | Level 4                                                                                                                                                                                          |
| <b>iCAN</b>                                 |                                                                                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                                                                      |                                                                                                                                                                                                  |
| Allied Health Assisting                     | <ul style="list-style-type: none"> <li>Biology</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Health Science Foundations</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>Anatomy &amp; Physiology Honors</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>Allied Health Assisting</li> </ul>                                                                                                                        |
| Art                                         | <ul style="list-style-type: none"> <li>2-D Studio Art</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>2-D Studio Art II <b>OR</b> 3-D Studio Art 1</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Portfolio Development: 2D <b>OR</b> 3-D Studio Art 2</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>2-D AP Studio Art <b>OR</b> 3-D Studio Art 3</li> </ul>                                                                                                   |
| Business Finance                            | <ul style="list-style-type: none"> <li>Business Communication &amp; Technology</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Economic and Financial Services</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>Global Finance</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>SLS &amp; Finance</li> </ul>                                                                                                                              |
| Business Entrepreneurship                   | <ul style="list-style-type: none"> <li>Business &amp; Entrepreneur Principles Honors</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Management &amp; Human Resources Hon</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>Business Ownership</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>AICE Business</li> <li>SLS &amp; Intro To Business</li> </ul>                                                                                             |
| Culinary Arts                               | <ul style="list-style-type: none"> <li>Culinary Arts 1</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Culinary Arts 2</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>Culinary Arts 3 Honors</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>Culinary Arts 4 Honors</li> </ul>                                                                                                                         |
| Debate                                      | <ul style="list-style-type: none"> <li>Debate I</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Debate II</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Debate III</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Debate IV</li> </ul>                                                                                                                                      |
| Hospitality & Tourism                       | <ul style="list-style-type: none"> <li>Intro to Hospitality &amp; Tourism</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Hospitality &amp; Tourism Entrepreneurship</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>Hospitality &amp; Tourism Marketing Management</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>AICE Travel &amp; Tourism</li> </ul>                                                                                                                      |
| Journalism                                  | <ul style="list-style-type: none"> <li>Journalism 1(YB) LH</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Journalism 2(YB)</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>Journalism 3 (YB) LH</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>Journalism 4 (YB) LH</li> </ul>                                                                                                                           |
| Law Studies                                 | <ul style="list-style-type: none"> <li>Political Science / Law Studies</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Debate I</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>Debate II</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>Debate III</li> </ul>                                                                                                                                     |
| Marine Corps JROTC                          | <ul style="list-style-type: none"> <li>MCJROTC 1</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>MCJROTC 2</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>MCJROTC 3</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>MCJROTC 4</li> </ul>                                                                                                                                      |
| Maritime Occupations                        | <ul style="list-style-type: none"> <li>Maritime I</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Maritime II</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>Maritime III</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Maritime IV</li> </ul>                                                                                                                                    |
| Robotics                                    | <ul style="list-style-type: none"> <li>Foundations of Robotics Honors</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Robotic Design Essential Honors</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>Robotic Systems Honors</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>Robotic Capstone</li> </ul>                                                                                                                               |
| Music Conservatory                          | <ul style="list-style-type: none"> <li>Instrumental Ensemble 1</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Instrumental Ensemble 2</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>Instrumental Ensemble 3</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Instrumental Ensemble 4</li> </ul>                                                                                                                        |
| <b>Medical</b>                              | <ul style="list-style-type: none"> <li>Principles of BioMedical Sciences Honors</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Human Body Systems Honors</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>Medical Interventions Honors</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>DE Anatomy &amp; Physiology</li> </ul>                                                                                                                    |
| <b>Engineering</b>                          | <ul style="list-style-type: none"> <li>Intro to Engineering Design Honors</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Principles of Engineering Honors</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Computer Integrated Manufacturing Hon</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>Engineering Design &amp; Development</li> </ul>                                                                                                           |